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ABSTRACT

The purpose of elementary movement and fitness education is to help every child achieve optimum growth and development through activities. The Utah State Core Curriculum has provided standards and objectives that will fulfill this goal. This resource guide for elementary school teachers contains three to four detailed activities based on the Utah State Core Curriculum standards for each grade level. Additional activities, identified by title and source, which can be used in a well-rounded elementary physical education program are also included. (JD)

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RESPONSIBLE HEALTHY LIFESTYLES

Teacher Resource Guide
Movement-Fitness

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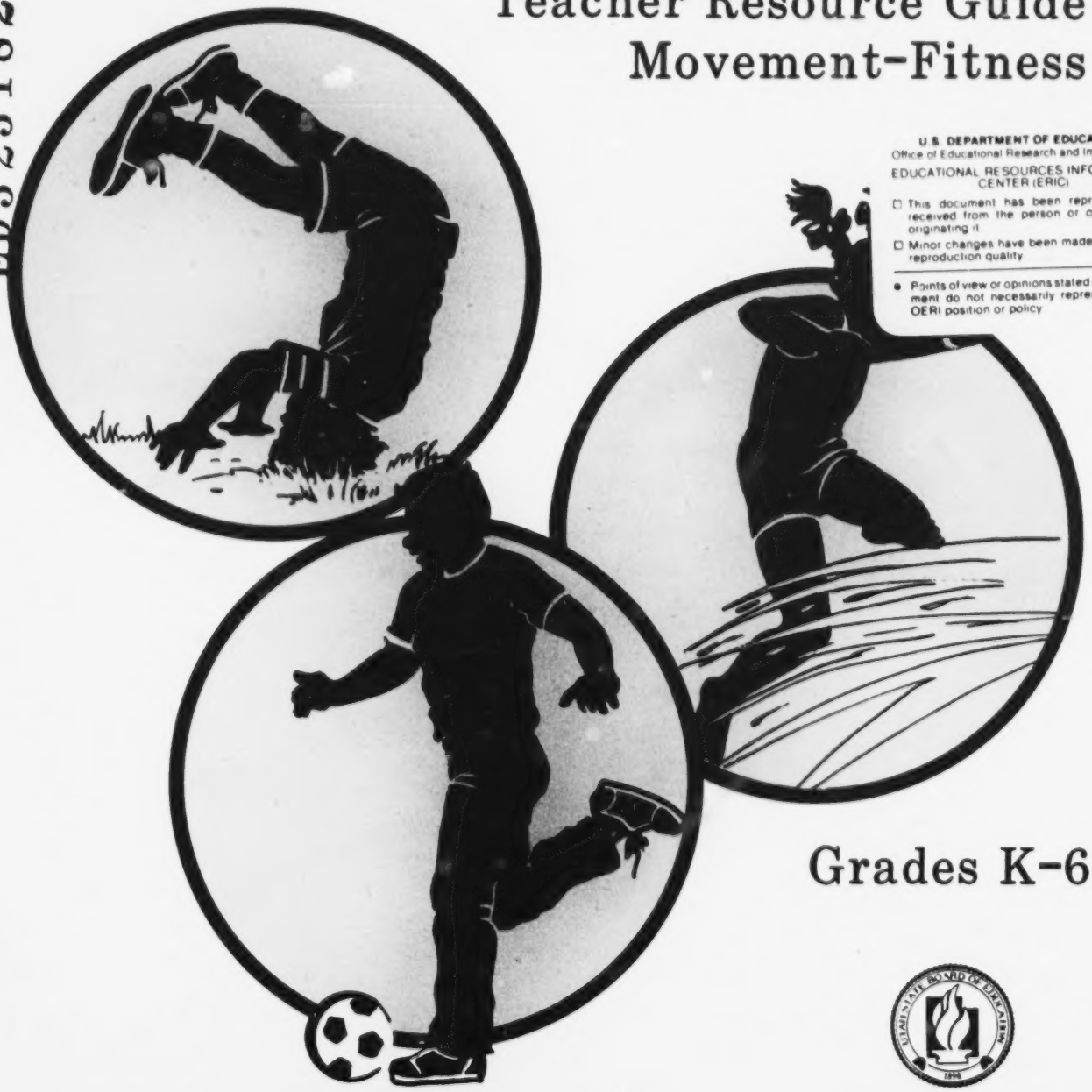

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Grades K-6

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ELEMENTARY MOVEMENT AND FITNESS GUIDE

LEVEL K-6

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INTRODUCTION

The purpose of elementary movement and fitness education is to help every child achieve optimum growth and development through activities.

The State Core Curriculum has provided standards and objectives that will fulfill this goal. Every child should be provided with this opportunity.

This guide contains three to four detailed activities based on the State Core Curriculum standards for each grade level. Included also are additional activities by title and source which can be used in a well-rounded elementary physical education program.

For further reference, check Dynamic Physical Education for Elementary School Children, 7th Edition, by Victor P. Dauer and Robert P. Pangrazi. Burgess Publishing Company, Minneapolis, Minn., 1983.

OUTLINE OF MAJOR CONSIDERATIONS TO BE INCLUDED IN ELEMENTARY MOVEMENT AND FITNESS EDUCATION

THE CHILD SHOULD:

1. Have a daily program. Level K-3 should participate in 20 minutes of physical education daily. Level 4-6 should progress to 30 minutes of participation daily.

2. Participate in a wide variety of physical activities.

3. Develop skills in walking, running, skipping, jumping, throwing, catching, etc.

4. Develop skills and attitudes necessary for wise use of leisure time.

   This may involve the teaching of specific skills that will enable a child to choose from a variety of possible activities.

5. Develop an appreciation of good sportsmanship. The regular physical education program provides many opportunities to involve children in developing in this area. Opportunities to talk about sportsmanship, as well as to practice it, should be provided in daily activities.

6. Develop skills in the ingredients of physical development.

   The ingredients of physical development include coordination, flexibility, reaction time, balance, agility, strength, etc. Activities that will develop these factors should be included in the daily program.

SAMPLE LESSON PLANS FOR MOVEMENT AND FITNESS EDUCATION

Pangrazi and Dauer (Dynamic Physical Education for Elementary School Children) suggest four instructional parts to the lesson plan. These are:

1. Introductory Activity - This element occupies 2 to 3 minutes.

2. Fitness Development Activity - This section of the lesson consumes approximately 7 to 8 minutes.

3. Lesson Focus Activities - This is the instructional core of the lesson and uses 15 to 20 minutes of the class time.

4. The Game Activity - This part of the lesson lasts approximately five to seven minutes.

The introductory activities are changed weekly and should be presented at the beginning of each daily lesson. The fitness development activities are usually changed every one to two weeks in the primary grades and at three to four week intervals in the upper grades.

Lesson focus activities are usually changed every week; however, exceptions are made when continuity of instruction so indicates.

HOW TO ORGANIZE YOUR CLASS FOR MOVEMENT AND FITNESS EDUCATION

1. Did you prepare ahead of time?
2. Did you understand the "whys" behind your lesson?
3. Was the equipment necessary for your lesson arranged before class?
4. Did you constantly change positions in relationship to the class while you were teaching?
5. Did you carefully observe the child who was having trouble performing the activities?
6. Did you tell the class what your goals for the lesson were?
7. Were you excited and enthusiastic about the lesson?
8. Did you praise children for the improvement or effort they made during the lesson?
9. Did you give sufficient attention to the development of student independence and creativity?
10. Did you give students a sense of responsibility?
11. Were enough activities in the lesson plan?
12. Did you teach for quality of movement or just quantity of movement?
13. Did you ask for student evaluation of the lesson?
14. What activities used in this lesson were effective or ineffective?
15. What overt signs of misbehavior, if any, were present?
16. Were the major objectives of the lesson reached?
17. Write down other comments that will make the lesson more effective in the future.
18. Keep accurate records.
19. Report all accidents to the administration.
20. Make a daily check for unsafe conditions.
21. Communicate with parents.

22. Use bulletin board, blackboard, wall space, etc., to interpret and enhance the program.

23. Stay with your classes at all times.

24. Have fun.

SUGGESTIONS FOR SUPPLIES AND EQUIPMENT

24	8 1/2" playground balls
24	8 1/2" Nerf balls
24	fleece balls
12	beach balls
24	softy softballs
12	regular softballs
36	bean bags
18	individual tug-o-war ropes
6	basketballs (regular size)
12	footballs (junior size)
12	leather volleyballs
36	pinneys
4	stop watches
6	wooden blocks for shuttle run
	fitness records (variety)
	dance records (variety)
2	24" cage balls
2	30" cage balls
10	18" rubber bones
12	gym scooters
2	gym hockey sets
36	pair lummi sticks
18	scoops (Clorox bottles)
6	softball bats
6	tetherballs
12	frisbees
1	set vollyball standards and net
2	adjustable chinning bars
6	4' x 8' tumbling mats
2	balance beams 10' - 12'
2	wall climbers
2	basketball standards (adjustable) inside
4	garbage cans on casters
1	tambourine
1	tom-tom or dance drum
1	record player
1	batting tee
1	100' measuring tape
2	parachutes
6	tinikling poles
6	whistles
2	table tennis tables and equipment

ROOM AND RECESS EQUIPMENT

4	individual jump ropes (7', 8', 9')
1	jump rope 16'
2	softballs
1	softball bat
1	soccer ball
2	playground balls
1	football
1	basketball
4	hopscotch taws
	beanbags where appropriate

SELF-EVALUATION

All elementary teachers should ask themselves the following questions:

1. Of what value is physical education to the children who experience it?

2. To what extent does my physical education program contribute to enhancing the quality of life for my students?

3. How does my physical education program assist in providing youngsters with those attributes that will enable them to realize full and rewarding lives in the future?

4. Would it really make any difference to the students if my physical education program were reduced or eliminated?

5. What do people, including critics, think about my physical education program and why do they hold these beliefs?

No longer can we afford poor programs. We can no longer even afford mediocre ones.

RESPONSIBLE HEALTHY LIFESTYLES LEVEL K

MOVEMENT AND FITNESS

CORE STANDARDS OF THE COURSE

STANDARD 7500-01	The students will demonstrate personal space and body awareness.

OBJECTIVES

7500-0101. Move in and maintain personal space, including starting and stopping on command.

7500-0102. Identify body parts used in a movement task.

7500-0103. Explore spatial concepts such as high-low, in-out, large-small, forward-backward, sideward and turning.

7500-0104. Explore locomotor movement including walking, running, jumping, and hopping.

7500-0105. Move over a hoop, carpet square, rope, or line in various ways.

7500-0106. Invent or create different shapes the body can make (round, straight, curled, long, etc.).

7500-0107. Explore a variety of non-locomotor movements (bending, stretching, twisting, etc.).

7500-0108. Explore a variety of movements which involve maneuvering weight (pushing, pulling, lifting, etc.).

EXAMPLES OF ACTIVITIES

Space

Find a space on the floor to stand. Can you reach out very slowly? Can you touch anyone else? If you can touch anyone in any direction, move farther away. When you are far enough away so that you can touch no one, you are in your own personal space. You need this much room for movement without bumping into others.

When you hear the signal and are standing in your own personal space, can you move one part of your body, two parts of of your body, three parts of your body, and now four parts of your body?

How fast can you stop or go when you hear the signal? How quickly can you stop when you hear the signal?

MOVEMENT AND FITNESS
KINDERGARTEN

Tasks: Jump, balance on one foot, twist, stretch, clap, etc.

Personal Space

1. Make yourself as wide as possible.
2. Make yourself as small as possible.
3. Make yourself as tall as possible.
4. Make yourself as high as possible.
5. Make yourself as low as possible.

Select one part of your body to keep in place. Make big circles with the rest of the body. Select other parts.

Pretend you are a snowman melting into the ground under the hot sun.
Pretend you are a balloon, blow up, up, up, getting bigger and bigger.
Now let go of the balloon and fly around until all the air is gone.

LIST OF OTHER ACTIVITIES

1. In My Own Space
2. My Own Space
3. Radar Antennae
4. Looby Lou
5. Hokey Pokey
6. Touch Your Shoulders Game Song
7. Simon Says
8. Crossing The Mid-Line
9. Bluebird
10. Crossing the River
11. Tug-of-War

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Company, Minneapolis, Minn., 1983.

STANDARD 7500-02	The students will begin to develop health related and motor fitness.

OBJECTIVES

7500-0201. Run in different directions.

7500-0202. Jump up and down several times.

7500-0203. Swing the arms back and forth and make giant circles.

7500-0204. Pull the body from a lying position to a sitting position several times using some assistance, such as a climbing rope, wand, or a partner.

7500-0205. With arms crossed on chest, hands on shoulders, perform several curl-ups with knees bent and feet on the floor.

7500-0206. Hop on one foot several times without losing balance.

7500-0207. Walk on a rope or line (10 feet or longer) maintaining balance.

7500-0208. Briskly walk or run around the multipurpose room and/or the playground.

7500-0209. Run as fast as possible for 20 yards.

EXAMPLES OF ACTIVITIES

Stone

Player, in center, is "Stone." Stone sits there while other players skip around him. When the Stone jumps up, players run to either goal and Stone chases them. Anyone tagged by the Stone before reaching a goal becomes a Stone too and sits in the center with the first Stone. The other players continue to skip around the Stones. No Stone can move until the first Stone moves. The game goes on until all the children are caught.

Jet Pilot

Players are "Jet Pilots" and stand with both feet behind starting line. Player who is Starter calls, "Tower to pilots, take off!" On "Take Off" Jet Pilots zoom down to opposite base and back to starting line. First Pilot to return to starting line calls, "Checking In!" and becomes the new Starter for the next race.

NOTE: Bases should be about 30 feet apart.

LIST OF OTHER ACTIVITIES

1. Beanbag Tag
2. Wild Horse Round-up
3. Catch The Tail
4. Jack-in-the-Box
5. Make-Believe Popcorn
6. Jump-the-River
7. Puddles To Jump
8. Countdown
9. Pop Goes The Weasel
10. Scissor Grip
11. Curl-ups
12. Inverted Hang

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7500-03	The students will follow simple rules, respect the personal space of others (safety), and be courteous.

OBJECTIVES

7500-0301. Participate in a variety of play activities requiring cooperation and playing by simple rules.

7500-0302. Contribute to safety by respecting the personal space of others.

7500-0303. Treat classmates and others courteously.

EXAMPLES OF ACTIVITIES

Gym Scooters

Each team has a gym scooter. Scooters lend themselves to a wide variety of movements, both with individuals and partners. However, scooters should not be used as skateboards.

Some suggestions for individual movements are:

1. Seated, propelling with the hands or the feet.
2. Kneeling, propelling with the hands.
3. Facedown, moving in alligator or swimming fashion.
4. Rider kneeling, partner pushing or pulling.
5. Rider in a seat balance, partner pushing or pulling on the feet of the rider.
6. Rider doing a tummy balance, partner pushing on the feet.
7. Wheelbarrow race also can be done with the down person supporting his or her hands on a scooter.

Captain, May I?

One player is chosen as Captain. The Captain draws a line and faces the other players, who line up on the far side of the area. The Captain starts the game by calling out a player's name. The Captain tells the player the kind of step to take and how many. He says, "Susan, you may take two giant steps."

Before the player moves, he or she must ask, "Captain, may I?" The Captain then replies, "Yes, you may," or "No, you may not." If the player moves without permission, he or she must go back and start at the line again.

The first player to cross the line by the Captain wins and becomes the next Captain.

Steps: Baby steps, backward step, banana slip, barrel step, bunny step, frog jump, giant step, scissors step, soldier step, umbrella step, etc.

STANDARD 7500-04	The students will begin to individually explore manipulative skills using medium to large sized soft objects.

OBJECTIVES

7500-0401. Roll, throw, and catch objects such as yarn balls, fleece balls, sponge balls, etc.

7500-0402. Repeatedly kick and chase a soft object on the floor.

7500-0403. Explore a variety of movements using objects including bean bags, yarn balls, hula hoops, wands, ropes, different sized balls, etc.

7500-0404. Use carpet squares and mats in exploratory movements.

EXAMPLES OF ACTIVITIES

Rolling
1. Bend knees and lean forward.
2. Place the ball between the feet.
3. Place hands behind the ball.
4. Swing the arms forward and upward.
5. Follow through.

Bouncing
1. Two hands holding the ball waist height.
2. Release - bounce - catch.
3. Keep eyes on the ball.

Dribble
1. Flex knees.
2. Stride position.
3. Keep body low.
4. One hand on top of the ball, one hand underneath.
5. Release the bottom hand, bounce, catch.
6. One hand dribble.
7. The hand should be cupped and fingers spread.
8. Pumping motion.

Hit the Moon

Each child has a yarn ball. Teacher has a large utility ball or basketball. Children stand in a large circle. The teacher throws the basketball high into the air. The children throw their balls at the moon and try to hit it before it touches the floor.

NOTE: Do not allow children to run after the ball they throw. They may pick up a yarn ball (it does not have to be the one they threw) only when the teacher indicates they may. After picking up a ball, they return to the circle and try again.

MOVEMENT AND FITNESS
KINDERGARTEN

LIST OF OTHER ACTIVITIES

1. Hot Potato
2. Keep the Basket Full
3. Bounce the Ball
4. Hot Ball
5. Soccer Keep Away
6. Wands, Hoops, Ropes, Bean Bags
7. Beat the Bunny
8. Hit the Bucket
9. Blind Duck
10. Beanbag Tag

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Company, Minneapolis, Minn., 1983.

STANDARD 7500-05	The students will express feelings by observing and participating in introductory rhythm and dance movements that include time, space, energy, and shape. (DANCE: Participant, Observer/Listener, and Critic)

OBJECTIVES

7500-0501. Clap and move to the beat of various tempos (slow, medium, and fast).

7500-0502. Clap and move to simple rhythmic patterns based on such things as the syllables of names or other words.

7500-0503. Create curved, straight, bent, and twisted shapes with the body.

7500-0504. Express through motion such things as textures, senses, and emotions. (To stimulate exploration, the teacher might use words such as sad, happy, noisy, quiet, rough, smooth, etc.)

7500-0505. Perform traditional and creative singing games and dances or create simple group dances using combinations of locomotor steps. (Games and dances might include "Looby Loo," "London Bridge," "Did You Ever See A Lassie," etc.)

7500-0506. Express feelings generated after observing and participating in a dance.

EXAMPLES OF ACTIVITIES

Listen

What does the music make you think of?
What does the music tell you to do?
Let's pretend we are . . . .
Let's try being like . . . .
Make believe you are . . . .

Movement

Move to rhythm, fast or slow; loud or soft, etc.
Identity - take on the identity of a character, creature, or object.
Movement - move like the chosen identity to the music.
Suggestions - animals, people, play objects, make-believe creatures, machines, circus characters, natural phenomena (leaves, grain, flowers, etc.)

MOVEMENT AND FITNESS
KINDERGARTEN

LIST OF OTHER ACTIVITIES

1. Toodala
2. And the Beat Goes On
3. Fifteen for Fitness
4. Riggety Jig
5. Irish Jig
6. Hey, Betty Martin
7. Indian Dances
8. Looby Lou
9. Mulberry Bush
10. Old MacDonald
11. Jim Along Josie
12. Did You Ever See A Lassie?

Records: And The Beat Goes On by Kimbo Educational.
Fifteen for Fitness by Boyd Pexton - Windsor Records.
Trimness Through Fitness by Dr. Vaughn L. Hall.
Jack Sorenson Presents Elementary Aerobic Dancing by Kimbo Educational.
Mousercize by Walt Disney Productions.
Aerobics for Kids by Billy Gober, Ed.D.
Get Fit While You Sit by Educational Activities.

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

RESPONSIBLE HEALTHY LIFESTYLES LEVEL 1

MOVEMENT AND FITNESS

CORE STANDARDS OF THE COURSE

STANDARD 7510-01	The students will demonstrate locomotor and non-locomotor movements with an understanding of personal and general space.

OBJECTIVES

7510-0101. Move in general space without infringing on the personal space of others.

7510-0102. Identify body parts and surfaces in a movement task.

7510-0103. Move in space changing to various levels (low, medium, high) on command.

7510-0104. Explore and experience locomotor movements (walking, running, jumping, hopping, leaping, skipping, galloping, and sliding) at (a) slow and fast speeds; (b) in different directions.

7510-0105. Bend, stretch, and twist different parts of the body (legs, arms, trunk, etc.) while standing, sitting, and lying down.

7510-0106. Explore a variety of movements involving maneuvering weight (pushing, pulling, lifting, etc.) with an object.

7510-0107. Using the body, make the shape of a letter or number from zero to nine.

EXAMPLES OF ACTIVITIES

Starting and Stopping

Use your body to learn how to use general space creatively. Find your personal space. Look around you. All the space that isn't occupied by someone else or something is general space.

Today we are going to try to move through the general space without touching each other. You will have to remember as you are moving how much room you need for your personal space.

On command, have children run in any direction. On signal, they freeze. On command, have children zigzag , straight line, curves, circles, go different directions, hop, skip, run, jump, stop.

Buffalo Bill

Formation: Scattered.

Several children are appointed to be buffalo hunters. Everyone else is a buffalo.

On signal, the buffalo hunters try to tag the buffalo who must drop to the floor dead when tagged.

Buffalo become dead buffalo three ways: If they are tagged by a hunter; if they bump into another buffalo; if they step on a dead buffalo.

High Space, Low Space

Formation: Scattered.

Gather yourself into a tight ball. Press your knees against your chest. Wrap your arms around your legs to hold them tightly. Pretend you are a seed just ready to grow. When you hear the signal, start to grow up, up -- now you are in middle space. Keep growing up, up. Let your arms be branches reaching to the sun. How can your fingers grow? Grow as tall as you possibly can.

LIST OF OTHER ACTIVITIES

1. How to Fall
2. Jack-in-the-Box
3. Over and Under
4. Follow the Leader (using all objectives)
5. Tag Games
6. Bouncing Ball (with or without music)

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7510-02	The students will continue to develop health related and motor fitness involving jumping, lifting, walking, balancing, running, swinging, hopping, etc.

OBJECTIVES

7510-0201.	Jump forward, backward, and sideward over a line or rope on the floor several times.
7510-0202.	Swing one arm at a time in different directions and at different levels.
7510-0203.	Combine the movement of two arms in the same direction and in opposite directions.
7510-0204.	Pull the body from a lying position to a standing position using some assistance, such as a climbing rope, wand, or a partner.
7510-0205.	Support body weight on hands from a sitting position for several seconds.
7510-0206.	With arms crossed on chest, hands on shoulders, perform several curl-ups with knees bent and feet on floor.
7510-0207.	Sustain a variety of locomotor movements going forward, backward, and sideward.
7510-0208.	Hop on one foot several times without losing balance, repeat on other foot.
7510-0209.	Walk the length of a low balance beam without falling off.
7510-0210.	Jump from a 2-foot height and land on a mat, grass, or sand without falling down.
7510-0211.	Standing on both feet, with eyes closed, balance for 10 seconds.
7510-0212.	Run in place for one minute.
7510-0213.	Walk 600 yards at a brisk pace.
7510-0214.	Run as fast as possible for 30 yards.

EXAMPLES OF ACTIVITIES

Toe Tug Walk

Bend over and grasp the toes with the thumb on top. Knees are bent slightly and the eyes are forward. Walk forward without losing grip on the toes. Walk backward, sidward, etc. Variations: Right hand holds left toes, left hand holds right toes, etc.

Rope Jump

Formation: Scattered.
Equipment: Educational Activities Album 12, Side 8; jump rope for child.

Place rope on floor and stand along side of it so that one side is close to the rope. Springing off both feet, jump over the rope and land on both feet on the other side. Continue this action in time to the music.

NOTE: A common fault is jumping too high over the rope. Caution students to jump just high enough to clear the rope. Some students may not be able to continue jumping through the entire record. Those who become fatigued should be allowed to rest.

Chute the Works

Equipment: Chute the Works. KEA 9095, Kimbo Educational Records and Educational Activities, Inc.

Parachute

There are 23 routines with instructions and voice cues which include all objectives in Core Standard 2. This includes extra instrumental music for creativity.

LIST OF OTHER ACTIVITIES

1. Jump the Brook
2. Kangaroo Jump
3. Arm Circles
4. Arm Pull
5. Forward Stretcher/Sideward Stretcher
6. Sea Crawl/Cat Walk/Coffee Grinder

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Company, Minneapolis, Minn., 1983.

STANDARD 7510-03	The students will follow simple rules and directions displaying respect for personal and general space.

OBJECTIVES

7510-0301. Participate in a variety of play activities requiring cooperation.

7510-0302. Listen to and follow simple directions.

7510-0303. Play by the rules in games and activities of low organization.

7510-0304. Contribute to safety by respecting the personal space of others.

EXAMPLES OF ACTIVITIES

Gym Scooters

Each team has a gym scooter. Scooters lend themselves to a wide variety of movements, both with individuals and partners. However, scooters should not be used as skateboards. Some suggestions for individual movements are:

1. Seated, propelling with the hands or the feet.
2. Kneeling, propelling with the hands.
3. Facedown, moving in alligator or swimming fashion.
4. Rider kneeling, partner pushing or pulling.
5. Rider in a seat balance, partner pushing or pulling on the feet of the rider.
6. Rider doing a tummy balance, partner pushing on the feet.
7. Wheelbarrow race also can be done with the down person supporting his or her hands on a scooter.

Captain, May I?

One player is chosen as Captain. The Captain draws a line and faces the other players, who line up on the far side of the area. The Captain starts the game by calling out a player's name. The Captain tells the player the kind of step to take and how many. He says, "Susan, you may take two giant steps."

Before the player moves, he or she must ask, "Captain, may I?" The Captain then replies, "Yes, you may," or "No, you may not." If the player moves without permission, he or she must go back and start at the line again.

The first player to cross the line by the Captain wins and becomes the next Captain.

MOVEMENT AND FITNESS
LEVEL 1

Steps: Baby steps, backward step, banana slip, barrel step, bunny step, frog jump, giant step, scissors step, soldier step, umbrella step, etc.

LIST OF OTHER ACTIVITIES

1. Three-Spot Relay
2. Red Light
3. Partner Ball

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7510-04	The students will continue individual exploration of manipulative skills using a variety of objects.

OBJECTIVES

7510-0401. Roll, bounce, throw, catch, strike, and kick objects such as yarn, fleece, sponge, and playground balls.

7510-0402. Explore a variety of movements using objects such as bean bags, yarn balls, hula hoops, wands, ropes, and different sized balls.

7510-0403. Use carpet squares, mats, boxes, and benches in exploratory movements.

EXAMPLES OF ACTIVITIES:

Call Ball

Single circle, facing in; leader in center with object (ball, yarn ball, bean bag).

Leader tosses the ball into the air and at the same time calls the name of some player in the circle. The player called must run forward and catch the ball either before it hits the ground, or after it bounces once. If he/she succeeds, he/she becomes the new leader. If he/she fails, the original leader tosses the ball again.

Make sure leaders throw the ball high enough to give players a chance to catch it. Start by catching the ball on the first bounce.

Have several circles of 6 to 8 players each going at one time so players get more activities.

Hungry Birds

Use as many yarn balls as possible. Use large center circle of gym. Divide class into 4 groups. Each group is in assigned corner of the gym and are numbered off -- 1, 2, 3, etc. Yarn balls are all placed in the center circle and represent food for the birds.

On signal, all number ones run to the food. They may pick up only one yarn ball at a time, put it between their feet and hop with it back to their nest. If the food falls out, they must pick it up again, put it between their feet and continue hopping toward their nest.

As soon as number one returns a piece of food (yarn ball) to the nest, number two may run to the food, place it between his feet and hop with it back to the nest. As soon as number two returns to the nest with a piece of food, number three starts. Continue until all the food is gone from the center circle. When all the food has been taken from

the center circle and is in one of the four nests, the game ends. The birds that have the most food (yarn balls) in their nest are the winners.

Hoop Handling

Hoops produce noisy activity. The teacher may find it helpful to have the children lay their hoops on the floor when they are to listen. Give the children an adequate amount of space in which to perform, for hoops require much movement.

1. Spin the hoop like a top. See how long you can make it spin. Spin it again and see how many times you can run through it before it falls. Now spin the hoop the opposite way.

2. Hula-hoop using various body parts such as the waist, legs, arms, neck, knees, feet, fingers, etc.

3. Jump through a hoop, helped by a partner. Further challenge can be added by varying the height and angle of the hoop.

4. Roll the hoop and run along side it. Stay ahead of it. Jump through it.

5. Roll the hoop with a reverse spin to make it return to you. The key to the reverse spin is to pull down (toward the floor) on the hoop as it is released.

6. Use the hoop as a jump rope alone or with a partner.

LIST OF OTHER ACTIVITIES

1. Leader Ball
2. Hot Potato
3. Roll Dodge Ball
4. Throw and Catch
5. Keep the Basket Full
6. Exploration of wands, ropes, striking objects, mats, boxes
7. Use music with any of the above activities to include rhythm

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7510-05	The students will continue to express feelings by observing and participating in introductory rhythm and dance movements that include time, space, energy, and shape. (DANCE: Participant, Observer/Listener, Critic)

OBJECTIVES

7510-0501. Clap and move, accenting the first beat of every measure in 4/4 time.

7510-0502. Clap and move to simple rhythmic patterns based on such things as phrases or whole sentences.

7510-0503. Create symmetrical (in which the two sides look alike) and asymmetrical (in which the two sides do not look alike) shapes with the body.

7510-0504. Through movement, explore over/under, above/below, near/far, in front/behind, inside/outside, and around/through.

7510-0505. Move through space in various directions, e.g., walking, running, leaping, hopping, jumping, skipping, galloping, and sliding.

7510-0506. Improvise a sequence of energy (motion) changes, i.e., moving from lyrical (floating, gliding) to percussive (sharp, quick).

7510-0507. Perform traditional and creative singing games and dances or create simple group dances using basic locomotor steps. (Games and dances might include "Bear Growl," "Statue Games," "Jolly is the Miller," "Muffin Man," etc.)

7510-0508. Express the feelings generated after observing a dance (live, film, or video), i.e., mood, patterns, and movement.

EXAMPLES OF ACTIVITIES

Name Games

Clap and spell each letter in your name. When you have finished, say your first name and JUMP. Say your first name and JUMP. Say your first name and JUMP. (Example: J-o-h-n, John! John! John! John!)

MOVEMENT AND FITNESS
LEVEL 1

The Muffin Man

Record: Folkraft 1188.

Skipping
Formation: Children are in a single circle, facing the center with hands joined. One child, the Muffin Man, is in the center.

Verses

1. Oh, do you know the Muffin Man,
   The Muffin Man, The Muffin Man?
   Oh, do you know the Muffin Man,
   Who lives in Drury Lane?
2. Oh, yes we know the Muffin Man, etc.
3. Four of us know the Muffin Man, etc.
4. Eight of us know the Muffin Man, etc.
5. Sixteen of us know the Muffin Man, etc.
6. All of us know the Muffin Man, etc.

Directions

Verse 1: The children in the circle stand still and sing. The Muffin Man skips around the circle. He/she chooses a partner by skipping in place in front of him. On the last line of the verse, "Who Lives in Drury Lane," the Muffin Man and partner go to the center.

Verse 2: The action is the same except two children now skip around in the circle and choose two partners.

Verse 3: The action is repeated with four skipping and four partners being choosers.

The verses continue until all children have been chosen. When all have been chosen, the last verse is sung while the children skip around the room.

LIST OF OTHER ACTIVITIES

1. Magic Shoes
2. Gallop Tag
3. Skip to My Lou
4. Farmer in the Dell
5. Alley Cat
6. Paw Paw Patch
7. Tideo
8. Oats, Peas, Beans

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

RESPONSIBLE HEALTHY LIFESTYLES LEVEL 2

MOVEMENT AND FITNESS

CORE STANDARDS OF THE COURSE

STANDARD 7520-01	The students will demonstrate space awareness (personal and general), relationships (with body parts, people, places, and things), and exploratory movement.

OBJECTIVES

7520-0101. Move in general space changing directions and pathways.

7520-0102. Perform movement activities at different levels with a partner.

7520-0103. Combine various locomotor steps in a movement pattern changing speed and levels.

7520-0104. Place three parts of the body inside a space (hoop, carpet square, etc.) and two parts of the body outside.

7520-0105. Mirror the movements of a partner while changing body shapes.

7520-0106. Bend and stretch different parts of the body with a partner using varying speeds, e.g., stretch arm up slowly, then bend it back to original position slowly.

7520-0107. Explore a variety of movements involving maneuvering weight (pushing, pulling, lifting, etc.) with a partner.

EXAMPLES OF ACTIVITIES

Leap Frog

One partner assumes a squat position keeping his/her head tilted downward. The other partner assumes a semi-crouched position about two feet behind with his/her hands resting on partner's shoulders. Back partner spreads legs and leaps over his/her partner. Continue sequence for several jumps.

Wheelbarrow Race

Get down on all fours and have your partner hold you by the ankles. Now move forward in this position as you walk on your hands and keep your legs extended while your partner does the pushing. This will look like a wheelbarrow! If there are several children together, you can organize a race.

Partner Tug of War

Equipment: One sturdy short rope or belt for every two participants.

Stand facing your partner, one foot ahead of the other, and grasp a rope (or a belt) with both hands. Draw a circle around the forward foot. Try to pull the rope away from your opponent. The one who falls down or leaves the circle with his/her foot, loses the contest.

Run and Stop

Establish boundary lines for an area large enough to accommodate the free running of all students at the same time. On the command, "Go, " all run in any direction, changing direction. Vary the intervals between "stop" and "go." Have students choose a different locomotor movement for each "go" signal.

LIST OF OTHER ACTIVITIES

1. Follow Me
2. Stunts and Tumbling; i.e., Siamese Twin Walk
3. Who's Leading?

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7520-02	The students will continue to develop health related and motor fitness including strength, agility, balance, flexibility, speed/reaction time, and endurance.

OBJECTIVES

7520-0201. Demonstrate strength by (a) sustaining an arm hang, using an overhand grip, from an overhead ladder or chinning bar for 8 seconds, and (b) doing a standing long jump equal to one's height.

7520-0202. Demonstrate agility by (a) jumping in, out, over, and around hoops, mats, or other obstacles several times in a row, and (b) jumping a rope or hoop turned by self 10 times.

7520-0203. Demonstrate balance by (a) walking the length of a balance beam, turning around, and walking back, and (b) balancing an object on different parts of the body while performing different locomotor movements.

7520-0204. Demonstrate flexibility by (a) grasping the fingers in the middle of the upper back for 5 seconds with one arm over the shoulder and the other behind the back, and (b) holding a stick or wand with both hands (palms down) and stepping through and back 3 times without letting go.

7520-0205. Demonstrate speed/reaction time by (a) running as fast as possible for 40 yards, and (b) changing directions upon a visual or verbal signal while doing a variety of locomotor movements.

7520-0206. Demonstrate endurance by (a) jogging 600 yards, and (b) jogging an accumulated total of 5 miles during one month. (NOTE: This might be done by jogging a minimum of a quarter of a mile a day, 440 yards.)

EXAMPLES OF ACTIVITIES

Change Sides

Equipment: One beanbag per child.

This is a race to see which team of children can move to the opposite side of the room and sit down first, thereby earning a point. The teacher chooses a way to move and a position for the beanbag. (Example: Hop across with the beanbag on the player's neck.) Both teams move at once, being careful not to bump. If the beanbag is dropped, the player must stop and re-position it.

Jogging Contest

This is a good way to motivate children to jog. Use natural competition to increase endurance by having children jog in place as long as they can. When they stop jogging, they must sit down. Lively music will increase motivation and energy. Players could record their own time and try to beat it on the next contest.

Rope Climbing

Mats should be placed under all ropes. The hand-over-hand method should be used for climbing and the hand-over-hand method for descending. Caution the children not to slide; sliding can cause rope burns of the hands and legs. Children swinging on the ropes should be instructed to make sure that other children are out of the way. Climbing a height of 8 to 10 feet about the floor demonstrates proficiency.

Shuttle Races

Players: Class, 6 to 8 on a team.

Place one-half of each team behind each of the two restraining lines. Number the players 1, 3, 5, and 7 on one side, and 2, 4, 6, and 8, on the other side.

Player number one runs across and around the left side of his/her team and tags number two. Number two runs back around opposite side and tags number three, etc., until all have had a turn.

Shuttle Formation:

LIST OF OTHER ACTIVITIES

1. Crows and Cranes
2. Parachute Play
3. Jump Rope

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7520-03	The students will follow simple rules and directions displaying respect for personal and general space.

OBJECTIVES

7520-0301. Participate in a variety of play activities requiring cooperation.

7520-0302. Listen to and follow directions in a positive manner.

7520-0303. Participate safely in games and activities of low organization.

7520-0304. Safely use equipment in activities.

These objectives involving cooperation, listening, and safety should be incorporated into every physical education activity. They involve self-management skills that the teacher should encourage in every student. Children need to be made aware of the reasons for developing necessary cooperation skills, efficient listening skills, and appropriate safety skills.

Each teacher has a legal responsibility to be especially conscientious about safety considerations when children are involved in vigorous physical activities. Recent court decisions finding teachers negligent in giving explicit verbal safety instructions should increase awareness that teacher cautions regarding safety are for the benefit of the teacher as well as the student.

EXAMPLES OF ACTIVITIES

1. Cat and Mice
2. Charlie Over the Water
3. Forest Ranger
4. Hill Dill
5. Hot Potatoes
6. March Attack
7. Red Light
8. Roll Dodgeball

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7520-04	The students will improve their manipulative skills using a variety of objects and parts of the body.

OBJECTIVES

7520-0401. Throw, catch, strike, and kick various sized balls or other objects.

7520-0402. In pairs explore a variety of movements using objects including bean bags, yarn balls, hula hoops, wands, ropes, and different sized balls.

7520-0403. Recognize that manipulative skills change when different sized objects are used.

7520-0404. Use the following equipment: mats, boxes, benches, balance beams, risers, and climbing ropes in exploratory movements.

EXAMPLES OF ACTIVITIES

Obstacle Course

Equipment: Selection to be determined by availability, such equipment as the playground Big Toy, tires, boxes, chairs, balance beams, etc.

When equipment has been established, the teacher should instruct students in areas of necessary safety precautions and appropriate use. Students proceed one or two at a time through the obstacle course. Individual or team times could be recorded and competed against.

Stations

Equipment: Selection to be determined by availability, such as hula hoops, different sized balls, jump ropes, scoops, etc.

Formation: Class is divided into small groups of 5 or 6.

Equipment is set out in specific locations. For example, 6 hula hoops in one corner, 6 jump ropes in another corner, 6 small nerf balls with scoops in yet another area. Each location is referred to as a station. A small group of players is assigned to begin at each station. After every 5 or 6 minutes, the whistle is blown and players move in clockwise direction to the next station. The number of stations will be determined by the number of players and amount of equipment at each station.

7-Up

Equipment: One ball per set of players.

Players take turns attempting to perform the following sequence of ball skills:

1. Throw (against wall) and catch, one time. Say "one."
2. Throw - clap - catch, two times in succession. Say "two."
3. Throw - let ball bounce - clap - catch, three times. Say "three."
4. Throw - bounce - turn - clap - catch, four times. Say "four."
5. Throw - bounce - clap (5 times) - catch, five times. Say "five."
6. Throw under the leg (ball bounces before it hits the wall) - bounce - catch, six times. Say "six."
7. Throw under the leg - bounce - clap - catch (before ball bounces again), seven times. Say "seven."

When player misses, he/she goes to the end of the line. The next player is up. On each turn, the player must start at the beginning of the sequence of skills. The player to complete the whole sequence wins.

Bat Ball

Playing Area: A serving line is drawn across one end of the field which is approximately 70' x 70'. A 3' x 3" base is drawn in the center of the playing field about 50 feet from the serving line.

Equipment: Volley ball or similar ball

Formation: Two teams, 8 to 15 on each team

One team is scattered out in the playing area. The other team is behind the serving line with one player up to bat. The batter puts the ball in play by batting it with his/her hand into the playing area. The ball must land in the playing area or be touched by a member of the fielding team to be counted as a fair ball. As soon as the ball is hit, the batter runs to the base and back across the service line. In the meantime, the fielding team fields the ball and attempts to hit the runner below the shoulders.

Scoring: The batter scores a run each time a fair ball is hit and he/she touches the base and gets across the serving line before being hit by the ball. He/she also scores a run if the fielding team commits a foul.

Out: The batter is out if the ball is caught on a fly. Two consecutive foul balls also put the batter out. The batter is out if hit by a thrown ball in the field of play. Sides change when three outs are made.

Fouls: Fielders, in recovering the ball and attempting to hit the batter, may not run with the ball. The ball must be passed from fielder to fielder until thrown at the batter. A pass may not be returned to the fielder from whom it was received.

LIST OF OTHER ACTIVITIES

1. Cageball Kick-Over
2. Gym Scooter Activities
3. Tetherball

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7520-05	The students will express feelings by observing a dance performance and combine introductory rhythm and dance movements that include time, space, energy, and shape. (DANCE: Participant, Observer/Listener, Critic)

OBJECTIVES

7520-0501. Express beat and rhythm patterns by clapping and moving body parts, i.e., accenting the first beat of a metric phrase, moving to a patterned verse.

7520-0502. Explore symmetrical and asymmetrical shapes with the body, alternating from one to the other, and move through space changing the level of the body.

7520-0503. Improvise a sequence of energy changes, i.e., moving from lyrical (floating, gliding) to percussive (sharp, quick).

7520-0504. Create new and unusual solutions to walking from here to there, changing direction, speed, size, sound, level, shape, or rhythm.

7520-0505. Perform traditional and creative singing games and dances such as "Round and Round The Village," "Bingo," "Here We Go Round the Mountain."

7520-0506. Express feelings generated by observing a dance performance--describing the impressions it creates and discussing what the choreographer wants the audience to think or feel.

EXAMPLES OF ACTIVITIES

Symmetrical and Asymmetical Movements

The teacher takes students through a variety of body movements similar to those below:

Symmetrical	Assymetrical
jumping jacks	walking
head stand	leaping
toe touch	toe touches (alternating)
hopping	skipping
stretches	stretches (alternating)
squat thrust	bicycle

Resource Performance Groups

Ballet West (Young Audiences)
Local high school or college dance groups
Local privately owned dance groups

Animal Move

The player who is "it," stands at the front of the room and calls out the name of a mammal, bird, fish, or reptile, and a movement. For instance, the leader might call out, "Horses fly. Birds crawl. Salmon swim." When the leader states the correct relationship, the class must move accordingly. In the latter case, they would make a swimming movement. When an incorrect relationship is given, the children should not move. Those who move at the wrong time can sit down and wait until a new leader is selected. Games should be kept short, so all children have a chance to lead and no one has to sit out too long.

Teaching Suggestion: As the children become skilled at the game, the teacher should stress quality movement.

Classroom Aerobic Dance

Equipment: Appropriate music.

Aerobic dancing is merely a series of dance or calisthenics type movements done to music. Therefore, aerobic dancing can be done very successfully by children providing simple steps are used and the step is not changed too often. The intention of aerobic activities is to build cardiovascular endurance to such a level that the activity can be sustained for at least 15 minutes. However, shorter periods of aerobic activities for fun or classroom movement purposes are perfectly appropriate for children.

Recommendations for successful aerobic activities:

1. Be sure students have adequate space in which to move.

2. Be sure music is not too slow. To be motivational, music should have a lively beat. Test the beat to see if it is suitable for a quick job.

3. Always do some warm up activities. Activities that warm the muscles in the legs, calves, and shins are most important.

4. Emphasize breathing, exaggerating if necessary. (Breathe in nose and out through mouth.)

5. Encourage children to keep moving through all the aerobic period. If they must slow the pace, tell them to walk and resume the movements again when they can.

6. Proper footwear is important for aerobics. Most sturdy shoes for children are adequate, but shoes with heels or bare feet can lead to injury.

7. Children will enjoy doing dance-type aerobics more if the steps are lively and simple. Children can learn steps better if one step is mastered before a variation is introduced.

   Suggested aerobic steps for children:

   a. Jog and clap (clap every other beat)

   b. Run 3 and hop (clap on the hop)

   c. Step kick (step on one foot, kick other foot)

   d. Kick and clap (step kick with a clap every other kick)

   e. Side to side (hop from one foot to the other with side to side motion)

   f. Straddle jump (jumping jack, but arms come only halfway up)

   g. Heel slap (hop on one foot, kick back and slap heel of the other foot)

   h. Twist (jump, twisting knees one way and upper body the other way)

   i. Ball change (shifting weight, step RLR, LRL)

   j. Jump rope (feet jog, arms turn rope)

   k. Run 7 and clap on 8th beat

8. Aerobic activities should always be followed by a cool-down activity. Any movement done in a slow controlled manner can be a cool-down activity. (Walking in place, knee lifts, arms swing side to side, slow knee bends, etc.)

OTHER ACTIVITIES

1. Tortoise and Hare (jogging in place)

Records: Jackie Sorenson Presents Elementary Aerobic Dance.
Shoo Fly (American) Records.
Folkraft 1102, 1185.
Decca 18222.
Rhythm Is Fun (record).

RESPONSIBLE HEALTHY LIFESTYLES LEVEL 3

MOVEMENT AND FITNESS

CORE STANDARDS OF THE COURSE

STANDARD 7530-01	The students will demonstrate space awareness (personal and general), and relationships (with body parts, people, places, and things) with an increased level of difficulty in exploratory movement.

OBJECTIVES

7530-0101. Move in general space with a partner changing directions and pathways.

7530-0102. Support weight on matching body parts (feet), similar body parts (arms and legs), and different body parts (feet and seat).

7530-0103. Participate in groups of two or more students by placing body parts at different levels, such as feet, knees, elbows, and head.

7530-0104. Place five parts of the body inside a space (hoop, carpet square, etc.) and one part of the body outside.

7530-0105. With a partner, explore space words such as over, under, and around while making body shapes. (Example: one partner makes a shape while the other partner tries to cross over, under, or around.)

7530-0106. Combine bending and stretching with other locomotor or non-locomotor movements (bend, stretch, swing, jump).

7530-0107. Explore a variety of movements involving maneuvering weight (pushing, pulling, lifting) with a group.

EXAMPLES OF ACTIVITIES

Bridges by Three

Children work in groups of three with two of the children making bridges and the third moving under them. As soon as the third person has moved under the others, he or she makes a bridge. Each child in turn goes under the bridges of the other two students.

Challenge by specifying different types of bridges, having the moving child perform different movements and tasks, or increasing the distance between the bridges.

Scooter Kickball

Divide the class into two teams. On each team there are active players and goal defenders. The active players are seated on scooters and the goal defenders are seated on the goal line, with feet extended. The object of the game is to kick the cageball, or other large ball, over the goal line defended by the opposite team.

The game starts with a face-off of two opposing players on scooters at the center of the court. The active players on scooters propel the ball mainly with their feet. Touching the ball with the hands is a foul. Players may use the head and body to propel the ball.

The players defending the goal are seated on the goal line. They may not use their hands either, but use of the feet, body, and head is permitted. Defenders are restricted to the seated position at the goal line and are not permitted to enter the field of play. The face-off is also used after a point is scored.

Standing Long Jump

In the standing long jump, the child toes the line with feet flat on the ground and fairly close together. The arms are brought forward in a preliminary swing and are then swung down and back. The jump is made with both feet as the arms are swung forcibly forward, with the arms held forward to sustain balance.

LIST OF OTHER ACTIVITIES

1. Whistle Mixer
2. Seven Jumps (dance)
3. Leap Frog
4. Parachute Activities
5. Bench Routines
6. Leap the Brook
7. Astronaut Drills
8. Couple Tag

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

AAHPERD Youth Fitness Test Manual.

STANDARD 7530-02	The students will continue to develop health related and motor fitness including strength, agility, balance, flexibility, speed/reaction time, and endurance.

OBJECTIVES

7530-0201. Demonstrate strength by (a) hand walking an overhead ladder, and (b) jumping and reaching 12 inches beyond their standing reach.

7530-0202. Demonstrate agility by (a) running in (front door) and jumping a turning rope 10 times and running out (back door), and (b) moving through a simple obstacle or challenge course.

7530-0203. Demonstrate balance by (a) hopping twice on one foot and then the other, staying within a 2-foot circle for 30 seconds, and (b) performing a stork stand, with the eyes open for 10 seconds, on each foot.

7530-0204. Demonstrate flexibility by (a) bending forward and touching the toes while keeping the legs slightly bent, and (b) interlocking fingers, stepping through the hands one foot at a time forwards and backwards.

7530-0205. Demonstrate speed/reaction time by (a) running as fast as possible for 50 yards, and (b) moving through a simple obstacle or challenge course.

7530-0206. Demonstrate endurance by (a) jogging or running 600 yards, and (b) jogging an accumulated total of 10 miles during two months. (NOTE: This might be done by jogging a minimum of a quarter of a mile a day, 440 yards.)

EXAMPLES OF ACTIVITIES

Circuit Training

In Circuit Training, each of several stations has a designated fitness task. The student moves from station to station, generally in a prescribed order, completing the designated fitness task at each station. Activities should contribute to various components of physical fitness (strength, power, endurance, agility, and flexibility).

Instructional Procedures:

1. Each station provides an exercise task that the child can learn and perform without the aid of another child. As the child moves

from one station to the next, the exercises that directly follow each other should make demands on different parts of the body. In this way, the performance at any one station does not cause local fatigue that could affect the ability to perform the next task.

2. Before the children begin the course, give them sufficient instruction in the activities.

3. The class should be distributed so that some children are starting the circuit at each station. For example, if there are 30 children for a circuit of six stations, then 5 children start at each spot.

4. A tape recorder can be used effectively to give instructions for the circuit. Music, whistle signals, and even verbal directions can be prerecorded. Using tapes frees the teacher for supervisory duties.

Timing and Dosage: In general a fixed time limit at each station seems to be the best plan for Circuit Training at the elementary school level. Each child attempts to complete as many repetitions as possible during the time allotted at a station. The number of stations can vary but probably should be no less than six and no more than nine.

Suggested Activities for Circuit Training: Rope Jumping - Jumping Jack - Running in Place - Crab Walk - Crab Kick - Step Ups - Treadmill - Straddle Bench Jumps - Agility Runs - Standing Arm Circles - Lying Arm Circles - Curl Ups - Alternate Toe Touching - Bend and Stretch - Windmill - Trunk Twister - Rowing - Push Ups.

If the gymnasium is equipped with chinning bars, horizontal ladders, and climbing ropes, circuits can make use of these. Some activities (basketball dribbling, traveling over and under obstacles, tumbling stunts, and manipulative activities) can be included as station tasks to liven things up.

One-Legged Balance Stands

Each of the following stands should be done with different arm positions, starting with the arms out to the sides and then folded across the chest. The child should recover to original position without loss of balance or excessive movement. Stunts should be repeated, using the other leg.

1. Kimbo Stand: With the left foot kept flat on the ground, cross the right leg over the left to a position in which the right foot is pointed partially down and the toe is touching the ground.

2. Knee Lift Balance: From a standing position, lift one knee up so the thigh is parallel to the ground and the toe is pointed down. Hold. Return to starting position.

3. Stork Stand: From a standing position, shift all of the weight to one foot. Place the other foot so the sole is against the inside of the knee and thigh of the standing leg. Hold. Recover to standing position.

Jogging

Jogging is defined as easy, relaxed running at a pace that a person can maintain for long distances without undue fatigue or strain. It is the first level of locomotion above walking.

The school should provide instruction in jogging techniques and in planning a personal progressive jogging program. Instruction can be offered during physical education time, but the activity itself should be done primarily during recess, at the noon hour, after school, or during other free times.

Three types of jogging programs can be used:

1. Jog-Walk-Jog: In this method, the student jogs until he feels the need to rest, walks until somewhat rested, and then jogs again.

2. Jog A Set Distance: The pace is varied depending on the body's reaction to the demands.

3. Increase the Distance: The pace is maintained, but the distance is increased.

Take the students through jogging practice. Have them:

1. Jog 50 steps, walk 50 steps, etc.

2. Run a specific distance without stopping.

3. Run for a specific time in a random direction. A student may run in any direction, but should try to keep running. The advantage to this approach is that students won't race as they tend to do on a track.

Encourage the students to jog at a realistic pace (pace, not race). A good idea is to have them jog with a friend and talk while running. They should be able to run and talk comfortably. If not, they are running too fast.

It is sometimes motivating for youngsters if they run with a piece of equipment (e.g., bean bag or jump rope). They can play catch with a ball or roll a hoop while jogging.

LIST OF OTHER ACTIVITIES

1. Reclining Pull-ups
2. Rope Climbing
3. Hopscotch
4. Wicket Walk
5. Thread the Needle
6. Shuttle Run
7. Jump the Shot

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

AAHPERD Youth Fitness Test Manual.

STANDARD 7530-03	The students will follow rules and directions, participate safely, and display respect for personal and general space.

OBJECTIVES

7530-0301. Display positive attitudes toward play activities by listening to, following directions, and taking turns.

7530-0302. Participate with vigor (enthusiasm) in games of low organization.

7530-0303. Recognize good safety practices and avoid behavior that may lead to injury or disruption of activities.

Safety Skills and Attitudes

The school has both a legal and moral obligation to provide a safe environment. Safety must be actively sought. The teacher should always conduct activity in a safe environment.

Instructional procedures in any activity must pay attention to safety factors, and good supervision is necessary to guide children in safe participation.

Water safety is an important facet of physical education. Although few elementary schools provide opportunities for aquatic instruction, students should be encouraged to seek swimming instruction on their own. Various community agencies should cooperate to provide a swimming and water safety program as one of the educational opportunities available to all children.

Positive Self-Concept

The ability to move with grace, confidence, and ease helps a child regard himself/herself in a favorable light. Achieving self-satisfying levels of skill competency and fitness can also make a child feel positive and assured. The child's concept of self is related, in part, to his/her physical skill competence.

Positive achievement in physical education can be especially valuable to children who perform at a lower academic level but experience a measure of success in physical activities.

EXAMPLES OF ACTIVITIES

Busy Bee

Half of the children form a large circle, facing in, and are designated the stationary players. The other children seek partners from this group and stand in front of the stationary players. An extra child in the center is the Busy Bee. The Bee calls out

directions such as "Back to back," "Face to face," "Shake hands," "Kneel on one knee (or both)," and "Hop on one foot." The other children follow these directions.

The center child then calls out, "Busy Bee." Stationary players stand still, and their partners seek other partners while the center player also tries to get a partner. The child without a partner becomes the Busy Bee.

In changing partners, children must select a partner other than the stationary player next to them. After a period of time, the active and stationary players are rotated. Different methods of locomotion can also be used when the children change partners.

Variation: Instead of standing back to back, children lock elbows and sit down as in the Chinese Get-up. After they sit down and are declared safe, they can get up, and the game proceeds as described.

Competitive Circle Contests

Two teams arranged in independent circles compete against each other. The circles should be of the same size, lines can be drawn on the floor to ensure this. The players of each team are numbered consecutively, so each player in a circle corresponds to a player in the other circle. The numbered players, in sequence, go to the center of the opponents' circle to compete for their team in any of the following activities:

1. Individual Dodgeball: The circle players throw at the center player from the other team with an 8-inch foam rubber ball. The circle player that hits the center player first wins a point.

2. Circle Club Guard: The center player guards an Indian club. The circle player that knocks down the club first wins a point. The ball should be rolled at the club.

3. Touch Ball: The circle players pass a volleyball or similar size ball from one to another while the center player tries to touch it. The center player who touches the ball first wins a point for the respective team. In case neither player is able to touch the ball in a reasonable period of time, the action should be cut off without awarding a point.

After all the players have competed, the team with the most points wins. For Individual Dodgeball and Circle Club Guard, there must be three passes to different people before the ball can be thrown at the center. Establishing circle lines may be necessary to regulate throwing distance.

MOVEMENT AND FITNESS
LEVEL 3

LIST OF OTHER ACTIVITIES

1. Couple Tag
2. Fly Trap
3. Nonda's Car Lot
4. Balance Dodgeball
5. Follow me

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7530-04	The students will expand their manipulative skills using a variety of objects.

OBJECTIVES

7530-0401. Invent several different ways to throw an object into the air and catch it.

7530-0402. Kick stationary and moving objects.

7530-0403. Strike a ball or similar object with the hand or a short handled bat or racket.

7530-0404. In groups of four, explore a variety of movements using different objects, such as balls, sticks, bean bags, yarn balls, and hoops.

7530-0405. In exploratory movement use some of the following: mats, boxes, benches, risers, scooters, balance beams, ropes, balance boards, ladders and parachutes.

THROWING AND CATCHING SKILLS

Through a combination of sound instruction and practice, the majority of youngsters should be able to develop a mature pattern of throwing by age 8 or 9 years.

The child should address the target with the nonthrowing side of the body and stride toward the target to shift body weight. Beginning with the weight on the back leg, the movement sequence is as follows:

1. Step toward the target.
2. Rotate the upper body.
3. Throw with the arm.

The cue phrase used is "Step, turn, and throw." The elbow should lead the way in the arm movement, followed by forearm extension, and finally a snapping of the wrist. This pattern must be practiced many times to develop total body coordination.

Catching

Catching is more difficult for children to learn than throwing, because they must be able to track the object with their eyes and to move their bodies into the path of the object at the same time. Another element that makes catching more difficult to master is fear of the object to be caught. When teaching the early stages of catching, instructors must be careful to use objects that cannot hurt the receiver. Balloons, fleece balls, and beach balls move slowly, thus encouraging visual tracking; and they do not hurt children if they are hit in the face.

At approximately 8 to 9 years of age, the child moves from using a combination of catching the object with the hands first and guiding it to the chest, into catching with the hands only. The child can be encouraged to catch with the hands by decreasing the size of the ball to be caught. As the child continues to improve, he/she learns to give with the arms as he/she catches. The legs bend, and the feet are moved in anticipation of the catch.

Kicking Skills

There are different types of kicking: punting (in which the ball is dropped from the hands and kicked before it touches the ground), placekicking (kicking the ball in a stationary position on the ground) are two. A third type is soccer kicking, which is probably the most difficult of all kicking skills because the ball is moving before the kick is executed.

Stage one: In stage one, the body is stationary and the kicking foot is flexed as the child prepares for the kick. The kicking motion is carried out with a straight leg and with little or no flexing at the knee. Minimal movement of the arms and trunk occurs as the child concentrates on the ball.

Stage two: In the second stage, the child lifts the kicking foot back by flexing at the knee. Usually, the child displays opposition of the limbs. When the kicking leg goes forward, the opposite arm moves forward. In stage two, the child's kicking leg moves farther forward as a follow-through motion in stage one.

Stage three: The child runs or walks toward the object to be kicked. There is an increase in the distance that the leg is moved, coupled with a movement of the upper body to counterbalance the leg movement.

Stage four: The mature stage of kicking involves a preparatory extension of the hip to increase the range of motion. As the child runs to the ball and prepares to kick it, he/she takes a small leap to get the kicking foot in position. As the kicking foot is carried forward, the trunk leans backward, and the child takes a small leap on the support foot to regain balance.

EXAMPLES OF ACTIVITIES

One Step

Equipment: Ball or beanbag.

Two children stand facing each other about three feet apart. One has a ball or a beanbag. The object of the game is to throw or toss the ball in the stipulated manner, so the partner can catch it without moving his/her feet on or from the ground. When the throw is completed successfully, the thrower takes one step backward and waits for the throw from his/her partner. Children can try to increase their distance to an established line, or the two children who move the greatest distance apart can be declared the winners.

Center Target Throw

Equipment: Targets (block, cans, plastic bowling pins)

The gym floor is divided into quadrants. Two teams compete, and each team has its own set of targets (blocks, cans, plastic bowling pins) set on a center line running lengthwise.

Team A, on the left half of the area, has players on both sides of the center line behind restraining lines 15 - 20' away from the center target line. Team B is positioned the same way on the right half of the area. Each team tries to knock all of its targets down or off the center line using small balls (i.e., fleece balls). Encourage forceful overhand throws.

The team sits down immediately when all of their targets are knocked down.

Circle Team Dodgeball

Equipment: Two (2) 8-inch foam or rubber balls.

Children are divided into two teams, one of which forms a large circle. The other team is grouped together inside the circle. Balls (8-inch foam or rubber balls) are given to the circle players. When the starting signal is given, the circle players try to hit the center players. Any center player hit below the shoulders is eliminated and leaves the circle. The teams trade places, and the scores are compared to determine the winner.

Scoring can be done in any of several ways:

1. Count the number of center players remaining after 60 seconds of throwing.

2. Time by seconds how long it takes to eliminate all of the center players.

3. Count the center players remaining after a specified number of throws.

4. Give the circle players a point for each successful hit. The center players who are hit are not eliminated.

Teaching suggestion: If some children tend to hog the action, a rule that no player may throw more than three times in any one action can be used to distribute the throws among the children.

Circle Kickball

Players are in circle formation. Two 8-inch soccer balls are put in play inside of the circle. Use the side of the foot, players kick the balls back and forth inside of the circle. The object is to kick a ball out of the circle beneath the shoulder level of the circle players.

A point is scored against each of the players where a ball leaves the circle between them. If, however, a lost ball is clearly the fault of a single player, then the point is scored against that player only. Any player who kicks a ball over the shoulders of the circle players has a point scored against him. Players with the fewest points scored against them win.

Players must watch carefully since two balls are in action at one time. A player cannot be penalized if he/she leaves the circle to recover a ball and the second ball goes through the vacated spot.

Variations: If there is a short supply of soccer balls, use 8-1/2 inch playground balls. Partially deflate them and they will respond like soccer balls. They are excellent substitutes as they remove the fear of being hurt by a kicked soccer ball.

Try playing this game with a beach ball.

LIST OF OTHER ACTIVITIES

1. In the Prison
2. Snowball
3. Target Ball Throw
4. Frisbee Games
5. Kickball
6. Hit and Run
7. Throw It and Run
8. Kick Softball
9. Soccer Touchball
10. Diagonal Soccer
11. Four Square

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

Funadmental Ball Skills, Craig J. Cunningham, Arch Billmire Company, Inc., 1982.

STANDARD 7530-05	The students will create simple dances and discuss reasons for dance, combine introductory rhythm and dance movements that include time, space, energy, and shape. (DANCE: Participant, Observer/Listener, Critic)

OBJECTIVES

7530-0501. Clap and move in 6/8 time, accenting the first beat of every measure, changing the body part, the direction, the level, or the energy.

7530-0502. Move appropriately to a piece of 4/4 music or to a steady beat, e.g., slowly to half notes, moderately to quarter notes, and quickly to eighth notes.

7530-0503. Discuss and express through movement the rhythms found in: (a) nature, e.g., wind, sea, and trees; (b) the body, e.g., breath, pulse, sneeze and tickle; (c) mechanical and nonmechanical objects, e.g., ball, feather, and eggbeater.

7530-0504. Create a series of shapes on different levels (low, medium, and high) and design transitions between them, e.g., slow-motion and sustained, sudden or percussive.

7530-0505. Improvise a sequence of energy changes such as percussive, sustained, lyrical, collapsing, and swinging and relate these energy changes to another curriculum area such as science.

7530-0506. Perform traditional and creative singing games or create a simple group dance based on a theme. The dance should include a beginning, middle, and end. (Games and dances might include: "Skip To My Lou," "Digga Doe," "Jim Along Josie," etc.)

7530-0507. Discuss why people dance and how this art form is used as a kind of nonverbal communication.

EXAMPLES OF ACTIVITIES

Exercises to Music

Exercises to music add another dimension to developmental experiences. Many commercial record sets with exercise programs are available, but a most effective approach is to rely on a tape recorder. Appropriate music for taping can be found in basic movement record sets -- polkas, waltzes, marches, jazz music, and other selections.

A group of students can be assigned to make up an exercise routine to music and put it on tape. This gives them some input into the program.

Make sure students know the activities before attempting to do them with tape. If students are having trouble staying with the tape, stop it and repeat the activity.

If youngsters have difficulty sensing the rhythm, use a tom-tom to aid them.

Some examples of exercises could be: Bend and Stretch, Arm Circles, Windmills, Tortoise and Hare, Treadmill, Side Flex, Partial Curl-Up, 4-Count Push Up, Jumping Jack, Squat Thrust.

As a variation, add some rhythmic claps on some of the exercises.

Folk Dance

In Level 3, the emphasis is definitely on folk dance. Locomotor skills (walking, running, skipping, leaping, sliding, galloping) are still the basis of the movement patterns, but in most of the dances, the patterns are more difficult than in previous levels. At this level, each dance always has at least two parts, and may have three or more. The dances are vigorous and fast-moving, which makes them exciting for youngsters to perform.

List of possible dances, their skills, and records source:

Dance	Skills and Source
Bridge of Avignon	Skipping, mimicking Folkraft 1191 Lloyd Shaw E-3; Merit Audiovisual-Dance Fundamentals
Pop Goes The Weasel	Walking, skipping, turning under Folkraft 1329; Folk Dancer 1239; Merit Audiovisual-Folk Dances From Near and Far
Teddy Bear Mixer	Walking, pausing, changing partners Glow Worm Folkraft 1158; Lloyd shaw E-11
Csebogar	Skipping, sliding, draw step, elbow swing; Folkraft 1196; Lloyd Shaw E-15; Merit Audiovisual-Folk Dances for Beginners
Gustaf's Skoal	Walking, skipping, turning Hoctor HLP-4027; Lloyd Shaw E-11; 3-22; Merit Audiovisual-Folk Dances for Everyone
Polly Wolly Doodle	Slide, turns, elbow swing Merit Audiovisual-Folk Dance Fundamentals

Dance	Skills and Source
Oh, Susanna	Walking, grand right and left, skipping Merit Audiovisual-Folk Dances From Near and Far; Folkraft 6178, 1186; Lloyd Shaw E-14, E-23
La Raspa	Bleking step, running, elbow swing Imperial 1084; Folkraft 1119, 1457; Merit Audiovisual-Folk Dances From Near and Far; Lloyd Shaw E-8
Patty Cake Polka	Heel and toe polka step, sliding, elbow swing, skipping Folkraft 1260: MacGregor 5003-B; Lloyd Shaw E-12, 228
The Bird Dance	Skipping or walking, elbow swing, or star Avia Disk AD-831k-A
Irish Washerwoman	Walking, swinging, promenade Folkraft 1155; Merit Audiovisual-Folk Dances From Near and Far; Lloyd Shaw E-11
E-Z Mixer	Walking and elbow swing, or swing in closed position Grenn 15008
Wild Turkey Mixer	Walking, elbow swing Euclid, OH 44117
Jiffy Mixer	Heel and toe step, chug step Windsor 4684; Kimbo KEA-1146
Tennessee Wig Walk	Sidestep, boogie woogie step Decca 28846; Kimbo KEA-1146
Inside-Out Mixer	Walking, reverse circle Any record with a pronounced beat
Jugglehead Mixer	Two-step, elbow turn (forearm grasp) Columbia 52007 (Little Brown Jug) Old Timer 8051

Inside Out Mixer

Any record with a pronounced beat - jive, rock, or jazz - suitable for walking at a moderate speed will work for this dance.

Three children standing side-by-side face counterclockwise with inside hands joined.

Directions

Measures:	Action:
1-4	Take eight walking steps forward.
5-8	Form a small circle and circle left in eight steps back to place.
9-12	The center person walks forward under the raised arms opposite, pulling the other two under to reverse the circle (back-to-back).
13-16	The trio circles left in eight steps, returning to place. When almost back to place, drop hands. The center person walks forward counterclockwise, and the other two walk clockwise (the way they are facing) to the nearest trio for a change of partners.

NOTE: The first circle left moves clockwise, and the second counter-clockwise. A pinney can be worn by the center person for identification.

LIST OF OTHER ACTIVITIES

1. Lummi Sticks
2. Rope Jumping to Music
3. Ball Skills to Music
4. Aerobic Dance

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

RESPONSIBLE HEALTHY LIFESTYLES LEVEL 4

MOVEMENT AND FITNESS RESOURCE FILE

CORE STANDARDS OF THE COURSE

STANDARD 7540-01	The students will demonstrate, with a partner, body awareness and management as it relates to space, movement, and relationships.

OBJECTIVES

7540-0101. Make a variety of geometric designs such as triangles, lines, circles, etc. at different levels.

7540-0102. Make symmetrical (in which the two sides look alike), asymmetrical (in which the two sides do not look alike), shapes, e.g., twisted, round, narrow, and wide.

7540-0103. Pass, throw, kick, or strike a ball while moving in the same direction as their partner, keeping the same distance apart.

EXAMPLES OF ACTIVITIES

Partner Toe Toucher

Partners lie on their backs with heads near each other and feet in opposite directions. Join arms with partner using a hand-wrist grip and bring the legs up so the toes touch partner's toes. Keep high on the shoulders and touch the feet high. Strive to attain the high shoulder position. Since this is the point of most difficulty. Partners should be of about the same height.

Chinese Get-up

Partners sit back to back and lock arms. From this position, they try to stand by pushing against each other's backs, then sit down again. If the feet are sliding, do the stunt on a mat.

Variations: Try with three or four children. Try from a halfway-down position, and move like a spider.

Wheelbarrow

One partner gets down on the hands with feet extended to the rear and legs apart. The other partner (the pusher) grasps partner's legs about half way between the ankles and the knees. The wheelbarrow walks forward on the hands, supported by the pusher. Movements should be under good control.

Children have a tendency to grasp the legs too near the feet. The pusher must not push too fast. The wheelbarrow should have the head up and look forward. Fingers should be pointed forward and well spread, with the pads of the fingers supporting much of the weight. The pusher should carry the legs low and keep the arms extended.

Throwing On The Move

One child remains in place and tosses a ball to the other child, who is moving. The moving child can trace different patterns, such as back and forth between two spots or in a circle around the stationary child. Spatial judgments must be good to anticipate where the moving child should be to receive the ball. Moderate distances should be maintained between children.

Practice different kinds of throws and passes as both children move in different patterns. Considerable space is needed for this type of work. Practice foot skills of dribbling and passing.

Carrying a ball, run in different directions while partner follows. On signal, toss the ball upward so the child following can catch it. Now change places and repeat the activity.

LIST OF OTHER ACTIVITIES

1. Partner Twister
2. Wring the Dishrag
3. Partner Pull-up
4. Siamese Twin Walk
5. Double Scooter
6. Dribbling on the Move
7. Batting Against a Wall (Handball Skills)

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7540-02	The students will continue to develop health related motor fitness including strength, agility, balance, flexibility, speed/reaction time, and endurance.

OBJECTIVES

7540-0201. Demonstrate strength by (a) performing 25 curl-ups with arms across the chest, hands on shoulders, knees flexed, and feet on the floor; (b) performing 15 push-ups; and (c) performing a standing long jump the distance of their height plus 3 inches.

7540-0202. Demonstrate agility by (a) jumping a rope turned by self using two or more different arm swings, e.g., forward, backward, criss-cross, and (b) performing the shuttle run from the AAHPERD Youth Fitness Test in 11 seconds.

7540-0203. Demonstrate balance by (a) assuming a diver's stance (on toes) and balance for 5 seconds with eyes closed, and (b) walking forward and backward on a balance beam while balancing an object on some part of the body.

7540-0204. Demonstrate flexibility by (a) bending forward and touching toes while sitting on the floor with legs fully extended to the count of five, and (b) grasping the fingers in the middle of the upper back for 5 seconds with one arm over the shoulder and the other behind the back.

7540-0205. Demonstrate speed/reaction time by running 50 yards in 8 seconds.

7540-0206. Demonstrate endurance by (a) jogging one mile, and (b) using one of the following: participate in the Governor's Golden Sneaker Physical Fitness Award Program, the AAHPERD Youth Fitness Test, or the Health Related Fitness Test.

EXAMPLES OF ACTIVITIES

Sneakers Slap

The class is divided into two groups. One group lines up about 25 feet from the other. One group turns and faces in the opposite direction, each student holding one hand out behind them. On a silent signal, the other team sneaks up to one of the players and slaps their hand. Once a player's hand has been slapped, they turn around and chase the player back to their original line. If the player is caught, one point is scored for the team whose backs were turned.

This is repeated with the other team turned as the opposing team sneaks up on them to slap their hands. This is done for three rounds. After each round the team points are totaled. The team with the most points is the winner.

The Bicycle Race

This is a quick classroom energizer that can bring about amazing results. It can be used for a short change-of-pace activity or as a longer game the whole class can enjoy.

Arrange the desks of the students so that the runners are able to support themselves on the desks. Divide the classroom into two teams. One member from each team is selected to be the Runner. The object of the activity is to stay supported on the desks for as long as possible while pretending to be peddling a bicycle. The student who stays up the longest scores a point for his group. Let every student receive the opportunity to participate.

Variations: Instead of having only two runners, have four groups participating. In this way, more students will be involved at a time. Award points in the following manner: 4 points for first place, 3 points for second place, 2 points for third place, and 1 point for fourth place.

Everyone's It Tag

Here is nonstop activity in action!

Using given boundaries such as a basketball court, every student is "it." If a student tags another student, the tagged player must sit down. If two players tag each other at the same time, both players must sit down. This activity has instant student participation and appeal because of its easy rules. The game continues until there is only one student left. You can also add more player participation by allowing the seated players to tag the runners as they pass by. This causes the players to be on the watch for both the running players and the seated players.

Turk Stand

Stand with feet apart and arms folded in front. Pivot on the balls of both feet, and face the opposite direction. The legs are now crossed. Sit down in this position. Reverse the process. Get up without using the hands for aid, and uncross the legs with a pivot to face in the original direction. Little change should occur in foot position.

Governor's Golden Sneaker Award

For complete student packets and detailed teacher information on the GOVERNOR'S GOLDEN SNEAKER AWARD, contact the State Board of Education. (Telephone 538-7772, ask for the P.E. Department.)

MOVEMENT AND FITNESS
LEVEL 4

LIST OF OTHER ACTIVITIES

1. Dual-Tug-O-War
2. Partner Tag
3. Partner Row
4. Swan
5. Flexed-Arm Hang
6. Seat Balance
7. Pogo Stick
8. Hand-and-Knee Balance
9. Thread the Needle
10. Criss Cross
11. Single and Side Swing

Source: Dynamic Physical Education For Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7540-03	The students will develop the sports skills of catching, striking, and foot dribbling.

OBJECTIVES

7540-0301. Throw and catch a basketball, football, and softball.

7540-0302. Demonstrate striking skills, using the hands as in volleyball, and the feet as in soccer.

7540-0303. Foot dribble a soccer ball 30 feet, changing directions.

7540-0304. Hit a slow-pitch softball.

EXAMPLES OF ACTIVITIES

Dribble Tag

Equipment: Four basketballs and a basketball court.

Dribbling and running skills will be practiced.

Select four players to be it. These four players will have the basketballs. It is up to them to dribble the ball and try to tag as many players as possible. The players who are tagged must sit down. While it may not seem fair that the taggers must dribble the basketball, the four players can easily "track down" certain players by cooperating together.

You can also play another variation of this game by having eight players being "it." The eight players can then dribble and pass the basketball in attempts to tag the other players. Once again, the taggers must be dribbling the ball when tagging the other students. Once all the students have been tagged, start the game over by selecting new players to be "it."

Five Passes

This is an interesting and simple activity. The object of the game is to complete five passes. When this is done the team scores one point. The game is started with a jump ball at the center jump circle. Using all the regular basketball rules, one team attempts to make five successful passes. The other team tries to steal the ball from its opponents. The team with the ball will count aloud for every pass it makes. Once a team scores a point, the other team gets to in-bound the ball. This activity is great for working on alert passing and catching skills and is an excellent way to work on good defensive quickness and ball handling awareness.

Remember, the team has to make five passes in a row. If the passes are interrupted by an opponent, the count starts over.

Dodge Baseball

Equipment: Bases, rubber ball.

Divide the class into two teams and set up as in softball. The pitcher stands 15 feet from home plate and delivers the ball in an easy underhand fashion. The fielding team spreads out across the entire playing area. Once the ball is hit with the hand, the batter runs to as many bases as possible without being hit by the thrown ball. Once on a base, the runner is safe and cannot be hit by the ball. A runner does not have to leave the base and any number of runners may share the same base. An out is scored only when the runner is struck with the ball below the waist while not on base. The only guaranteed score is a home run. Each team is allowed six outs per inning. The team with the most runs wins the game.

Softball Bottle Bop

Equipment: One softball, one bat, four bases, four 2-liter plastic soda pop bottles on the bases.

This activity will increase batting, throwing, catching, running, and pitching skills.

1. A plastic soda bottle or other similar object is placed on each of the bases and home plate. Put a few ounces of sand in each bottle to weight them down.

2. The outfield team gets the batters out by trying to knock down the bottles. If a batter hits a fair ball, he/she can be put out by knocking the bottle off the first base before he reaches it. The bottle must be knocked off with the ball that was just hit.

3. The batter does not run to each of the bases, but runs around the bases. It will be up to the teacher or appointed umpire to determine if the runner ran past the base before the bottle was knocked down. For example, if the batter hits a fair ball, then he/she can run toward first base. The outfield team retrieves the ball and quickly relays it to a player who is in position to knock down the bottle with the ball. If the batter runs past the base before the bottle is knocked down, the batter is safe. The batter than stays at first base.

4. A batter is allowed to move ahead only one base at a time. No matter how hard the ball was hit, the batter can advance only to the next base. For example, if there was a player on first base and the batter hit the ball over the heads of the outfields, the player on first base can advance only to second base and the batter can advance only to first base. Therefore, the outfield team must look for ways to knock down the bottle of a base that a runner must advance to. If there are players on first and second

bases, the outfield team must try to knock down the bottle at third base to cause a "forced" out.

The rest of the softball rules apply to this game of Softball Bottle Bop.

If a fly ball is caught, it is an out. If the batter makes three strikes, he/she is out. If the pitcher knocks down the bottle at home play with a good pitch, the batter is out.

LIST OF OTHER ACTIVITIES

1. Captain Ball
2. Hoop Ball
3. Think Pass
4. Easy Football
5. Jump the Shot
6. Balance Dodgeball
7. Scooter Hockey

Source: Dynamic Physical Education For Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7540-04	The students will observe safety and play by the rules in lead-up games (games of low organization to develop basic skills and to understand the rules).

OBJECTIVES

7540-0401. Know the rules and strategies in playing a variety of lead-up games.

7540-0402. Play safely in group activities and sports.

EXAMPLES OF ACTIVITIES

Jump-Rope Relay

Divide your class into several small groups. The first players must run to their jump ropes about 30 feet in front of each group. They must then do five jumps and return to the group. The first group finished are the winners. Other rope relay suggestions:

1. Jump five times on your left leg.
2. Jump backwards five times.
3. Jump rope and say the five times table to sixty. Say one number each time you jump.

Hole In One

Equipment: Parachute, four tennis balls, felt tipped pen.

Physical fitness activity

The students are scattered around the edge of the parachute. Divide the class into two teams. Four tennis balls are placed in the parachute. Mark two of the balls so that there are two balls marked and two unmarked. Each group tries to shake one of its balls into the small hole in the center of the parachute. Award one point for each ball that goes into the center.

Crazy Hoop Ball

Equipment: One hula hoop, one tennis ball, one tennis racket, and and four bases.

Pitching, hitting, running, and moving skills will be practiced.

This game is played on a softball field. Select two teams of 8 to 15 players. One team is in the outfield in a scattered formation. The other team lines up near home plate. A pitcher pitches the tennis ball to the first player. The player tries to hit the ball with the tennis racquet. The object of the game is for the batter to hit the ball with the racquet as far as possible. The batter then starts to

run the bases. The outfield team retrieves the ball as quickly as possible. When the ball is retrieved, it is passed from one player to another toward the hula hoop. The ball must be passed to the Hoop Holder (a player on the outfield team who was selected beforehand). Once the Hoop Holder has the ball, he will hold the hoop up so that all the players on his team can run through the hoop. When the last player passes through the hoop, all the players on his team shout "Hoopball!" This stops the runner from running the bases. If the outfield team shouts "Hoopball" before the batter gets back to home plate, the batter is out. If not, the batting team scores one point. The batter is also out if the ball is caught in the air. After three outs, the teams exchange sides. You may also want to make the distance between bases farther if it seems to be too easy for the batters to score. Play for several innings. The team with the most points is the winner.

Falling Stars

Equipment: One frisbee.

Catching and throwing skills will be practiced.

Divide your class into groups of six to eight players. Have two teams play against each other on a soft surface area. The players on each team are numbered in order. The first player on one team is given the frisbee. This player throws the disc high into the air. All the members on the other team try to catch the disc. If the disc is caught, one point is scored for that team. The number 1 player on this team then throws the frisbee back to the starting team. The throw is once again a high one. This continues with each team alternating throws.

Award one point for each successful catch a team makes. Play several rounds. The team with the most points at the end of the game will be the winner.

LIST OF OTHER ACTIVITIES

1. Around the Hoop
2. Hula Hoop Circle
3. Toe Toucher
4. Curl-up
5. Hip Walk and Scooter
6. Elevator
7. Mushroom Release
8. Merry-Go-Round Movements
9. Tug-of-War
10. Poison Snake

Source: Dynamic Physical Education For Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7540-05	The students will develop basic skills in stunts and tumbling, using simple apparatus.

OBJECTIVES

7540-0501. Hang, climb, and travel on a bar using various hand grips.

7540-0502. Do a head stand, hand stand, cartwheel, forward and backward roll.

7540-0503. Vault over an object.

7540-0504. Combine two tumbling or stunt activities.

7540-0505. Do a three-point head stand against the wall and hold for 5 seconds.

EXAMPLES OF ACTIVITIES

Object: To develop upper body strength.
Equipment: A stool and a door.

Safety Considerations

1. The teacher must be certain that the door remains immobile at all times.
2. A sturdy stool for the pupils to stand on is placed alongside a door.
3. Children must be cautioned to step on and off the stool carefully. Students place their hands on top of the door. They pull up from the stool so that their chins are above the door and their feet are not touching any surface. When tired, the students may lower themselves to the stool placed a few inches under the feet and then, after a brief rest, pull up again. Kicking is not permitted.

Pupils count and record the number of times they descend in one minute.

Toe Tug Walk

Bend over and grasp the toes with thumbs on top. Keep the knees bent slightly and the eyes forward. Walk forward without losing the grip on the toes. Walk backward and sideward to provide more challenge. Walk in various geometric patterns, such as a circle, triangle, or square. (This stunt can be introduced in an easier version by having the children grasp the ankles, thumbs on the inside, and perform the desired movements.)

Hand Stand Against Wall

Place hands on floor 8 - 15 inches from the wall and kick up slowly. Rest soles of feet against the wall and lock the hip and knees. Arch the back and keep the arms straight. Push slowly away from the wall and try to maintain handstand balance.

Safety Procedures For the Horizontal Bar

Only one child should be on the bar at one time.
The bar should not be used when it is wet.
The basic grip is opposed-thumb grip, facing away.

Hangs

To hang from the bar, point the feet, one or both knees up, in a half or full level. Bring the toes up to touch the bar inside the hands. Outside the hands. Use different body shapes.

Swings

Swing back and forth, release the grip, and propel the body forward, land in a standing position.

Moving Along The Bar

Begin at one side and move hand against hand to the other end of the bar. Move with crossed hands. Travel with different body shapes.

LIST OF OTHER ACTIVITIES

1. Egg Roll
2. Skier's Sit
3. Tanglefoot
4. Statue
5. Lighthouse
6. Table
7. Double Bear
8. Cartwheel
9. Forward and Backward Roll
10. Headstand and Handstand
11. Leapfrog
12. Tumble Over

Source: Dynamic Physical Education For Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7540-06	The students will identify, describe, and perform a variety of individual dance forms and participate in group dances. (DANCE: Participant, Observer/Listener, Critic)

OBJECTIVES

7540-0601. Recognize simple musical forms such as ABA, (chorus-verse-chorus) and simple rounds, and create movement using these forms.

7540-0602. While dancing, focus with eyes and body parts on different levels and in different directions, i.e., focusing with eyes, chest, elbow, knee, and back.

7540-0603. Dance simple rhythmic patterns with various kinds of musical accompaniments. Repeat the rhythmic patterns adding compatible movement qualities such as sustained, percussive, swing, collapse, and vibratory.

7540-0604. Design and perform floor and air patterns using straight and curved lines.

7540-0605. Create a movement sequence or dance using exaggeration, distortion, or repetition.

7540-0606. Perform several traditional folk or square dances such as "Horse and Buggy Schottische," "Gustof's Skoal," "Seven Jumps," "Old Dan Tucker," "Oh Johnny," etc.

7540-0607. Analyze another group's dance performance and identify the beginning, middle, and end.

EXAMPLES OF ACTIVITIES

Object: To emphasize time, rhythm, space, and movement.
Equipment: Records or tapes, parachute, and hula hoops.

As a beginning activity, have the students hold on to a parachute and walk in a circle while listening to a marching song or merry-go-round music. The children change direction on command and change their locomotor activity on command while keeping time to the music. Next, play a song with four beats to a measure, preferably a popular tune that the children will recognize. Have the students count the beats aloud. After they have mastered this, have them perform a different activity to each beat. For example, clap the first beat and snap their fingers on two, three, and four; or, walk on the first beat, jump on two, and hop on three and four. The possibilities are endless.

For another activity, have the children move the hula hoop to music or place the hoops on the floor and hop in and out on varying beats. Again, the possibilities are unlimited.

Bag of Tricks

Object: To complete the movement problem in the designated tempo.
Equipment: Various tapes or records, two paper bags, task cards.

On one set of index cards, write various locomotor movements such as walk, hop, jump, run, leap, bend, twist, and gallop. Place these cards in one bag. On a second set of cards write various directional instructions such as forward, backward, in a circle, sideways while turning, and upward and place them in the other bag. Each student picks a card from each bag and the students must perform this task in time to the music. For example, if a student chooses cards that say "hop" in a "circle," then they must hop in a circle in time to the music.

Variations: Have the students perform one at a time, and have the class try to guess what the movement and direction are. Have partners exchange cards and try to complete each other's tasks in addition to their own task.

What's New?

Divide the class into groups or partners and allow each to pick its own popular record. Have them put together a one to two minute sequence of dance steps to teach the class. The steps can be simple or complex, and they can be steps to popular line dances or steps the students have designed themselves. Choose the best group and have the group teach the dance to the class or to other groups. Also, if you are willing to learn, the students will usually be more willing to participate.

Eight Count

Object: To solve the designated movement problems correctly.
Equipment: Drum for Instructor.

The class is given various movement challenges that it is to complete in eight counts. As the class progresses, twelve, sixteen, or more counts can be used. This activity works best with partners, one partner observing or helping the other. The instructor beats eight counts on the drum while the students perform for their partners. The observing partner then gets to perform. Some sample problems are:

1. Walk forward on counts 1, 2, 3, and 4. Hop on 5 and jump on 6, 7, and 8.
2. Walk backward on counts 1, 2, 3, and 4. Hop backward on 5 and jump backward on 6, 7, and 8.
3. Leap 1, run 2, 3, 4, hop 6, 7, 8.
4. Walk 1, 2, 3, 4, turn 6, 7, 8.
5. Walk low 1, high 2, low 3, high 4, jump low 5, jump high 6, jump low 7, jump high 8.

The variations and combinations are endless. Students also may wish to design their own problems for others to try.

Variations:

1. Using music rather than drum beat, perform eight-count gymnastics and tumbling exercises. (Example: cartwheel 1, 2, 3, 4, hitchkick 6, 7, and 8.)

2. For advanced classes, partners not only can duplicate the eight-count patterns, but they can also try to reverse them for an added challenge.

LIST OF OTHER ACTIVITIES

1. Grand March
2. Green Sleeves
3. Ve David
4. Jingle Bells
5. Virginia Reel
6. Crested Hen
7. Troika
8. Tinikling
9. Lummi Sticks
10. Irish Washerwoman
11. E-Z Mixer
12. Wild Turkey Mixer
13. Jiffy Mixer
14. Tennessee Wig Walk
15. Inside-Out Mixer

Source: Dynamic Physical Education For Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

RESONSIBLE HEALTHY LIFESTYLES LEVEL 5

MOVEMENT AND FITNESS RESOURCE FILE

CORE STANDARDS OF THE COURSE

STANDARD 7550-01	The students will demonstrate, in a group, body awareness and management as it relates to time, space, movement, and relationships.

OBJECTIVES

7550-0101. Move around a room in a small group. Stop on signal and make various shapes such as narrow, wide, twisted, symmetrical, and asymmetrical.

7550-0102. Pass, throw, catch, kick, or strike a ball while moving in one direction in a small group keeping the same distance from one another.

EXAMPLES OF ACTIVITIES

Team Pass

Three players line up on a starting line and stand 10 feet apart. The middle player starts with the ball and passes it to either of the other players while all three players start to run down the field keeping 10 feet apart. If the ball is passed to the right, the player on the right passes the ball back to the middle player and then the ball is passed to the left and then to the middle again. This continues until the three players have run the distance of the playing area. This drill can be done for soccer, hockey, and basketball. This drill can be ended by the closest player either kicking a goal, shooting a goal, or shooting a basket.

Three Man Weave

Three players start on a line with 10 feet between each of them. The player in the middle starts with the ball and while the first pass is being made to either side, all three runners start running down the playing area. The passer runs behind the player he passes the ball to. If the middle player passes the ball to the right, he then runs behind the player on the right. The player on the right then becomes the middle player and passes to the player on the left and then runs behind him. The player on the left then becomes the middle player and passes to the right. This rotation continues down the playing area and can end by shooting a basket, kicking a goal, or shooting a goal.

MOVEMENT AND FITNESS
LEVEL 5

LIST OF OTHER ACTIVITIES

1. Body Shapes
2. Levels
3. Balancing
4. Bridges
5. Circles in the Body
6. Time

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7550-02	The students will continue to develop health related motor fitness including strength, agility, balance, flexibility, speed/reaction time, and endurance.

OBJECTIVES

7550-0201. Demonstrate strength by (a) performing a flexed arm hang for 16 seconds (girls), performing 3 complete chin-ups with palms facing away (boys), and (b) performing 35 curl-ups with arms crossed on chest and hands on shoulders, knees flexed and feet on the floor.

7550-0202. Demonstrate agility by (a) jumping a rope turned by self as fast as possible 50 times, and (b) performing the shuttle run from the AAHPERD Youth Fitness Test in 10.6 seconds.

7550-0203. Demonstrate balance by (a) performing a stork stand for 10 seconds on each foot with the eyes closed, and (b) jumping into the air completing one-half turn and landing on their feet maintaining balance.

7550-0204. Demonstrate flexibility by going "through a wand or broomstick" (grapevine).

7550-0205. Demonstrate speed/reaction time by running 50 yards in 8.0 seconds.

7550-0206. Demonstrate endurance by (a) jogging, or running 1 mile in 12 minutes or less and (b) participating in the Governor's Golden Sneaker Physical Fitness Award Program, the AAHPERD Youth Fitness Test, or the Health Related Fitness Test.

EXAMPLES OF ACTIVITIES

AAHPERD Shuttle Run

Equipment: Two blocks of wood, 2 x 2 x 4 inches, and stopwatch.

Two parallel lines are marked on the floor 30 feet apart. The width of a regulation volleyball court serves as a suitable area. Place the blocks of wood behind one of the lines. The pupil starts from behind the other line. On the signal "Ready? Go" the pupil runs to the blocks, picks one up, runs back to the starting line, and places the block behind the line; he then runs back and picks up the second block, which he carries back across the starting line. It is preferable to have two students running at a time if possible. Allow two trials with some rest between. Record the time of the better of the two trials to the nearest tenth.

Grapevine

Holding the wand near the ends, step with the right foot around the right arm and over the wand inward, toward the body. Pass the wand backward over the head and right shoulder, and continue sliding the wand between the legs. Reverse the process back to the original position. Try with the left foot leading.

LIST OF OTHER ACTIVITIES

1. See all objectives above
2. The Governor's Golden Sneaker Physical Fitness Award Program
3. The AAHPERD Youth Fitness Test
4. The Health Related Fitness Test

STANDARD 7550-03	The students will improve the sports skills of throwing, catching, dribbling, striking, shooting, passing, and volleying.

OBJECTIVES

7550-0301. Dribble a basketball forward and backward.

7550-0302. Successfully throw and catch a softball to and from a partner 30 feet away, 8 out of 10 times.

7550-0303. Demonstrate striking skills, using short and long handled instruments such as paddles, bats, and hockey sticks.

7550-0304. Demonstrate ability to shoot a basketball through a hoop several different ways.

7550-0305. Foot dribble a soccer ball 10 times, alternating feet.

7550-0306. Successfully pass a youth football 30 feet to a stationary partner.

7550-0307. Volley a training volleyball against the wall as many times as possible in 30 seconds.

EXAMPLES OF ACTIVITIES

Five Passes

Playing area: Football field or other defined area.
Players: Six to ten on each team.
Supplies: A football, pinnies, or other identification.
Skills: Passing, catching.

Players scatter on the field. The object of the game is for one team to make five consecutive passes to five different players without losing control of the ball. This scores 1 point. The defense may play the ball only and may not make personal contact with opposing players. No player can take more than three steps when in possession of the ball. More than three steps is called traveling, and the ball is awarded to the other team. The ball is given to the opponents at the nearest out-of-bounds line for traveling, minor contact fouls, after a point has been scored, and for causing the ball to go out-of-bounds. No penalty is assigned when the ball hits the ground, it remains in play but the five-pass sequence is interrupted and must start again. Jump balls are called when the ball is tied up or when there is a pileup. The official should call out the pass sequence.

LIST OF OTHER ACTIVITIES

1. See objective six
2. Kick-Over
3. Fourth Down

SOCCER

Addition Soccer

Playing area: Playground.
Players: 10 to 15.
Supplies: One soccer ball per player, except for the person who is the defender.
Skills: Dribbling and ball control.

One player is designated to defend against the other players. The remainder of the players dribble throughout the area, trying to keep the defender from touching the ball with his/her foot. The first ball that he/she touches makes the owner of that ball collector at the ball control station. The defender now tries to touch any other ball with his/her foot. When a ball is touched, that player takes the ball to the ball control station and waits until another ball is touched to provide him/her with a partner. The new twosome now become defenders too, adding their efforts to that of the first twosome. Play continues until all the balls are captured. If partners break joined hands in touching the ball, the tag is voided. The last one caught becomes the defender for the next match.

LIST OF OTHER ACTIVITIES

1. See objective #5
2. Pin kickball
3. Over The Top
4. Line Soccer
5. Mini-Soccer

BASKETBALL

Basketball Tag

Playing area: Gymnasium or playground area, 30 x 50 feet.
Players: 8 to 10 per team.
Supplies: A basketball, pinnies.
Skills: Catching, passing, dribbling, guarding.

A player from each team is designated to be "it" and wears a pinny. The object of the game is to tag the other team's target player with the ball. The player who is "it" may move only by walking. Players can move the ball by dribbling and passing the ball to teammates. The player who is "it" tries to avoid moving near the ball, while others try to pass, dribble, and move near the roving "it." The team without the ball plays defense and tries to intercept the ball.

Variation: More than one ball can be used and more than one player per team can be identified as "it."

LIST OF OTHER ACTIVITIES

1. Captain Basketball
2. Sideline Basketball
3. Twenty-One
4. Freeze Out

VOLLEYBALL

Keep It Up

Playing Area: Gymnasium, playground.
Players: 5 to 8 on each team.
Supplies: A volleyball for each team.
Skills: Overarm, forearm, and dig passes.

Each team forms a small circle of not more than 8 players. The object of the game is to see which team can make the greater number of volleys in a specified time or which team can keep the ball in the air for the greater number of consecutive volleys without error. On the signal "Go," the game is started with a volley by one of the players. The following rules are in force.

1. Balls are volleyed back and forth with no specific order of turns, except that the ball cannot be returned to the player from whom it came.

2. A player may not volley a ball twice in succession.

3. Any ball touching the ground does not count and ends the count.

LIST OF OTHER ACTIVITIES

1. See objective #7
2. Cageball Volleyball
3. Mini-Volleyball
4. Rotation Mini-Volleyball
5. Regulation Volleyball

SOFTBALL

Five Hundred

Playing area: Field big enough for fungo hitting.
Players: 3 to 12 or more.
Supplies: A softball, a bat.
Skills: Fungo batting, catching flies, fielding grounders.

A batter stands on one side of the field and bats the ball to a number of fielders, who are scattered. The fielders attempt to become the batter by reaching a score of 500. Fielders earn 200 points for catching a ball on the fly, 100 points for catching a ball on the first bounce, and 50 points for fielding a grounder cleanly. Whenever a change of batters is made, all fielders lose their points and must start over.

Variations: (1) the fielders must total exactly 500. (2) Points are subtracted from the fielder's score if a ball is mishandled. If a fly ball is dropped, for example, 200 points are lost.

LIST OF OTHER ACTIVITIES

1. See objective #2
2. Batter Ball
3. Home Run
4. Tee Ball
5. Scrub (Work-Up)

HOCKEY

Circle Keep Away

Playing area: 20 to 25 foot circle.
Players: 8 to 10.
Supplies: One stick per person, a ball, or puck.
Skills: Passing, fielding

Players are spaced evenly around the circle with one player in the center. The object of the game is to keep the player in the center from touching the puck. The puck is passed back and forth, with emphasis on accurate passing and fielding. If the player in the center touches the puck, the player who last touched the puck takes the place of the center player. A change of players also can be made after a passing or fielding error.

LIST OF OTHER ACTIVITIES

1. Goalkeeper Hockey
2. Sideline Hockey

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7550-04	The students will observe safety and play by the rules in lead-up games (games of low organization to develop basic skills and to understand the rules) for group activities.

OBJECTIVES

7550-0401. Play lead-up games to three different sports.

7550-0402. Play safely in group activities and sports.

7550-0403. Participate in a variety of games with a minimum of adult direction.

EXAMPLES OF ACTIVITIES

FOOTBALL

Kick-Over

Playing area: Football field with a ten-yard end zone.
Players: 6 to 10 on each team.
Supplies: A football.
Skills: Kicking, catching.

Teams are scattered on opposite sides of the field. The object is to punt the ball over the other team's goal line. If the ball is caught in the end zone, no score results. A ball kicked into the end zone and not caught scores a goal. If the ball is kicked beyond the end zone on the fly, a score is made regardless of whether the ball is caught.

Play is started by one team with a punt from a point 20 to 30 feet in front of its own goal line. On a punt, if the ball is not caught, the team must kick from the spot of recovery. If the ball is caught, three long strides are allowed to advance the ball for a kick.

LIST OF OTHER ACTIVITIES

Fourth Down

BASKETBALL

Freeze Out

Playing area: One end of the basketball court.
Players: 4 to 8.
Supplies: A basketball.
Skill: Shooting under pressure.

There are many types of freeze-out shooting games. This version is an interesting shooting game that culminates quickly and allows players back in the game quite soon.

Each player can have three misses before he/she is out. After the first miss, the player gets an O; after the second, a U; after the third, a T. This spells OUT and puts the player out. The last player remaining is the winner.

The players start in file formation. The first player shoots from any point desired. If the basket is missed, there is no penalty and the next player shoots. If the basket is made, the following player must make a basket from the same spot or it is scored as a miss. Players keep track of their own misses. Players should remember that, if the player ahead of them makes a basket, they must do likewise or have a miss scored against them. If the player ahead of them misses, they may shoot from any spot they choose without penalty.

LIST OF OTHER ACTIVITIES

1. Captain Basketball
2. Sideline Basketball
3. Twenty-One

SOFTBALL

Scrub

Playing area: Softball field.
Players: 7 to 15.
Supplies: A softball and bat.
Skills: Most softball skills.

The predominate feature of Scrub is the rotation of the players. The game is played with regular softball rules, with each individual more or less playing for himself/herself. There are at least two batters, generally three. A catcher, pitcher, and first-base player are essential. The remaining players assume the other positions. Whenever the batter is out, he/she goes to the position in right field. All other players move up one position, with the catcher becoming the batter. The first-base player becomes the pitcher, the pitcher becomes the catcher, and all others move up one place.

Variation: If a fly ball is caught, the fielder and batter exchange positions.

LIST OF OTHER ACTIVITIES

1. SOFTBALL
   a. Batter Ball
   b. Home Run
   c. Tee Ball

2. SOCCER
   a. Pin Kickball
   b. Over The Top
   c. Line Soccer
   d. Mini-Soccer

3. VOLLEYBALL
   a. Cage Volleyball
   b. Mini-Volleyball
   c. Rotation Volleyball

4. HOCKEY
   a. Goalkeeper Hockey
   b. Sideline Hockey

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7550-05	The students will combine skills in stunts and tumbling, involving partners.

OBJECTIVES

7550-0501. Perform three combinations of tumbling stunts.

7550-0502. Do two or more different vaults over an object; e.g., vaulting box, tire.

7550-0503. Create three different stunts or tumbling routines with a partner or group.

7550-0504. Perform a three-point head stand with a spotter.

7550-0505. Perform a hand stand with a spotter.

EXAMPLES OF ACTIVITIES

Double Scooter

Two children about the same size face each other, sitting on each other's feet. With arms joined, scoot forward or backward with cooperative movements. When one child moves his/her seat, the other child should help by lifting with his/her feet. Progress is made by alternately flexing and extending the knees and hips.

Two-Way Wheelbarrow

One child holds two wheelbarrows, but with one in front and one behind. The child secures the front wheelbarrow first in a normal wheelbarrow position. The back wheelbarrow assumes position by placing the ankles over the already established hand position of the holder.

LIST OF OTHER ACTIVITIES

Tumbling and Inverted Balances
1. Forward and Backward Roll Combinations
2. Back Extensions
3. Headstand Variations
4. Wall Arch
5. Handstand Against Wall
6. Freestanding Handstand
7. Cartwheel and Round-off
8. Judo Roll

Partner and Group Stunts and Support Stunts
1. Eskimo Roll
2. Tandem Bicycle
3. Circle High Jump
4. Stick Carries

MOVEMENT AND FITNESS
LEVEL 5

5. Back Layout
6. Front Sit
7. Flying Dutchman

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7550-06	The students will expand their skills in dance, analysis, and interpretation through a variety of dance experiences. (DANCE: Participant, Observer/Listener, Critic)

OBJECTIVES

7550-0601. Clap and move to complex rhythm patterns. Perform in place, through space by changing the floor pattern, and through spatial relationships. (Small group activity.)

7550-0602. Experience spatial relationships of meeting, parting, passing, leading, following, and mirroring (through improvisation and choreography).

7550-0603. Using a combination of two or more movements, demonstrate energy changes involving body parts, directions, and levels.

7550-0604. Create and perform a movement phrase or short dance taken from a list of energy words, i.e., hover, slither, slash, press, and perch.

7550-0605. Create a movement sequence or dance by selecting a visual or verbal image and altering (abstracting) it in movement through exaggeration, distortion, or repetition.

7550-0606. Learn two or more dances from Western Hemisphere Cultures and discuss how the environment and/or customs influenced these dances. Examples: "Virginia Reel," "Smoky Mountain Clog," "La Raspa," "Patty Cake Polka," "Indian Dance."

7550-0607. Discuss or show how dance movement differs from everyday movement.

7550-0608. Discuss or show how dance movement differs when you change such things as the setting, costumes, props, ending, sound, tempo, sex, or age of the performer.

EXAMPLES OF ACTIVITIES

E-Z Mixer

Record: Grenn 15008.
Skills: Walking and elbow swing, or swing in closed position.
Formation: Circle formation with couples in promenade position, inside hands joined, facing counterclockwise.

Directions

Measures	Action
1 - 2	With the girl on the boy's right, walk forward four steps (walk, 2, 3, 4); back out to face center in a single circle (out 2, 3, 4).
3 - 4	The girls walk to the center (walk 2, 3, 4), and back out of the center (out, 2, 3, 4).
5 - 6	The boys take four steps into the center, turning one-half face on the fourth step (walk, 2, 3, turn left face). They take four steps to the corner (out, 2, 3, 4).
7 - 8	The boys swing the corner girl twice around, opening up to face counterclockwise, back in the starting position, to begin the dance again.

Jessie Polka

Record: Folkraft 1093, 1071.
Skills: Step and touch, two-step or polka.
Formation: Circle, couples facing counterclockwise with inside arms around each other's waist.

Directions

Measures	Action
1	Heel step: Beginning left, touch the heel in the front, then step left in place.
2	Touch the right toe behind, then touch the right toe in place, or swing it forward, keeping the weight on the left foot.
3	Touch the right heel in front, then step right in place.
4	Touch the left heel to the left side, sweep the left foot across in front of the right. Keep the weight on the right foot.
5 - 8	Take four two-steps or polka steps forward in the line of direction.

LIST OF ACTIVITIES

1. Tennessee Wig Walk
2. D'Hammerschmiedsgselln
3. Alunelul
4. Hora
5. Horse and Buggy Schottische

6. Klumpakojis
7. Tinikling
8. Lummi Sticks
9. Alley Cat

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

RESPONSIBLE HEALTHY LIFESTYLES LEVEL 6

MOVEMENT AND FITNESS RESOURCE FILE

CORE STANDARDS OF THE COURSE

STANDARD 7560-01	The students will show spatial awareness and kinesthetic sense in individual and group activities.

OBJECTIVES

7560-0101. Jump from a surface 2 or 3 feet above a mat. While in the air, make various shapes such as round, twisted, wide, symmetrical, and asymmetrical, and land with bended knees keeping their balance.

7560-0102. Play an assigned position in games such as softball, soccer, touch football, basketball, volleyball, etc.

EXAMPLES OF ACTIVITIES

Stretching and Curling

In your own space, stretch out and curl. What different ways can you find to do this? Let's go slowly from a stretch to a curl and back to a stretch in a smooth, controlled movement. Can you do this with sudden forceful movements? Explore how many different ways you can get the body to support your weight while you curl. (Time, Force, Body Factors)

Moving in General Space

Run lightly in the area changing direction as you wish without bumping or touching anyone until I call "Stop." How many were able to do this without bumping into anyone?

Let's try running zigzag fashion in the area without touching anyone. This time when I blow the whistle, change direction abruptly and also change the type of locomotor movement. (Space)

Softball

Batting, throwing, catching, and infield skills are continued. New pitching techniques, situation play, and double play are added.

Slow Pitch Softball

The major differences in Slow Pitch Softball lie in the pitching, but there are other modifications to the game. With slower pitching, there is more hitting and thus more action on the bases and in the field as well.

Outfielders are a very important part of the game as many long drives result. Rule changes from the game of official softball are as follows:

1. The pitch must be a slow pitch. Any other pitch is illegal and is called a ball. The pitch must be slow with an arc of 1 foot. However, it must not rise over 10 feet from the ground.

2. There are 10 players instead of 9, the extra player playing the outfield and called the roving fielder. The extra player positions himself to handle long drives hit over the infielders.

3. Batter must take a full swing at the ball. He is out if he chops at the ball or bunts.

4. If the batter is hit by a pitched ball, the batter is not entitled to first base. The pitch is merely called a ball.

5. Balls and strikes are called as in softball.

6. The runner must hold base until the pitch has reached or passed home plate. No stealing is permitted.

Teaching Suggestion: It may be desirable to shorten the pitching distance. Much of the success of the game depends upon the pitcher's ability to get the ball over the plate.

LIST OF OTHER ACTIVITIES

1. Babe Ruth Ball
2. Three Team Softball
3. Base Circling Contests
4. Hurry Baseball
5. Tests for Softball Skills
6. Softball Skills
7. Basic Softball Rules

Soccer

The skills designated for the fourth and fifth grades should be reviewed and practiced, with additional challenges and combinations.

The sixth grade children can be introduced to regular soccer, but the regular game is not suitable for class work. The seven player game is a much better substitute as it brings out vigorous action for all players.

Mini Soccer (Seven-Player Game)

Playing area: Any large area 100 feet by 150 feet with goals.
Players: 7 on each team.
Supplies: Soccer, pinnies, or colors to mark teams, 4 cones for the corners.
Skills: All soccer skills.

In a physical education class, the teacher should plan one game for the girls and one for the boys. This occupies a total of 28 children and is convenient for class instruction.

A goal, 24 feet wide, is on each end of the field, marked by jumping standards. A 12 yard semi-circle on each end outlines the penalty area. The center of the semicircle is at the center of the goal. The game follows the general rules of soccer with one goalie for each side. One new feature needs to be introduced, the corner kick. This occurs when the ball goes over the end line but not through the goal and is last touched by the defense. If the attacking team last touched the ball, the goalkeeper kick is awarded. The goalie puts the ball down and place kicks it forward. If the defenders last touch a ball going over the end line, the ball is taken to the nearest corner for a corner kick. This is a direct kick, and a goal can be scored from the kick.

Most soccer rules, previously outlined, apply to this version of the game.

The forwards play in the front half of the field, and the guards are in the back half. However, neither are restricted to these areas entirely but may cross the center line without penalty.

A foul by the defense within its penalty area (semicircle) results in a penalty kick, taken from a point on the semicircle directly in front of the goal. Only the goalie is allowed to defend. The ball is in play, with the others waiting outside the penalty area.

The players are designated as center forward, outside right, outside left, right halfback, fullback, and goalie. Players should rotate positions at times.

Teaching Suggestions: Position play should be emphasized. The lines of three should be encouraged to be spread and hold reasonable position.

LIST OF OTHER ACTIVITIES

1. Modified Speedball
2. Regulation Soccer
3. Tests for Soccer Skills
4. Basic Soccer Rules for lead-up games
5. Instructional Procedures
6. Drills for Soccer Skills

Football

Specialized skill development is needed, which means the teacher must spend sufficient time with football skills, if the children are to enjoy the instruction and playing.

LIST OF ACTIVITIES

1. Football Box Ball
2. Flag Football
3. Pass Ball
4. Football Skills
5. Football Drills
6. Testing Football Skills
7. Flag Football Formations
8. Touch Football

Basketball

Fundamentals are to be stressed in classes with emphasis on developmental and lead-up activities. There must be many opportunities for all children to have experiences in the many phases of the game.

The Game of Basketball

The following represents the basic rules which apply to the game for elementary children:

Teams: A team for boys is made up of five players, composed of two guards, one center, and two forwards.

Timing: The game is divided into four quarters; each is 6 minutes in length.

Officials: The game is under control of a referee and an umpire, both whom have an equal right to call violations and fouls. They work on opposite sides of the floor and are assisted by a timer and a score keeper.

Putting the Ball in Play: Each quarter is started with a jump ball at the center circle. Throughout the game, the jump ball is used when the ball is tied up between two players, or when it is uncertain who caused a ball to go out-of-bounds.

After each successful basket or free throw, the ball is put in play at the end of the court under the basket by the team against whom the score was made.

Violations: The penalty for a violation is the award of the ball to the opponents at a near out-of-bounds point. The following are violations:

1. Traveling - Taking more than one step with the ball without passing, dribbling, or shooting. Sometimes called walking or steps.

2. Stepping out-of-bounds or causing the ball to go out-of-bounds by the team against whom the score was made.

3. Taking more than 10 seconds to cross the center line from the back to the front court. Once in the forward court, the ball may not be returned to the back court by the team in control.

4. Double dribble - a second series of dribbling without another player handling the ball, palming (not clearly batting) the ball, or dribbling the ball with both hands at once.

5. Stepping on or over a restraining line during a jump ball or free throw.

6. Kicking the ball intentionally.

7. Remaining more than 3 seconds in the area under the offensive basket, bounded by the two sides of the free throw lane, the free throw line, and the end of the court.

Personal Fouls: Personal fouls are holding, pushing, hacking (striking), tripping, charging, blocking, and unnecessary roughness.

When a foul is called, the person who was fouled receives one free throw. If he was fouled in the act of shooting (basket missed), he receives two shots. If the basket was made, the score counts and one free throw is awarded.

Technical Fouls: Technical fouls include failure of substitutes to report to the proper officials, delay of game, and unsportsmanlike conduct.

Disqualification: A player who has five personal fouls called against him is out of the game and must go to the sidelines. Disqualifications can result from extreme unsportsmanlike conduct.

Scoring: A basket from the field scores two points and a free throw one point. The team that is ahead at the end of the game is declared the winner. If the score is tied, an overtime period of 2 minutes is played. If the score is still tied after this period, the next team to score (1 or 2 points) is declared the winner.

Substitutes: Substitutes must report to the official score keeper and await a signal from the referee or umpire before entering the game. The score keeper will sound his signal at a time when the ball is not in play so the official on the floor can signal for the player to enter the game.

Offensive Time Limit: Consideration can be given to establishing a time limit (30 seconds) during which the offensive team must try to score or give up the ball.

LIST OF OTHER ACTIVITIES

1. Flag Dribble
2. One Goal Basketball
3. One on One
4. Five Passes
5. Basketball Snatch Ball
6. Three on Three
7. Basketrama
8. Skills in Basketball
9. Instructional Procedures
10. Drills in Basketball

Volleyball

Volleyball cannot be played with much success unless a good basis of skills is established.

For sixth grade students, the program should add the concepts of overhand serve, set-up, spiking, and blocking. An introduction to elementary strategy should be a part of the instruction.

LIST OF ACTIVITIES

1. Four Square Volleyball
2. Description of Skills
3. Instructional Procedures
4. Drills for Volleyball Skills
5. Regular Volleyball
6. Three and Over Volleyball
7. Tests for Volleyball Skills

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7560-02	The students will continue to develop health related motor fitness including strength, agility, balance, flexibility, speed/reaction time, and endurance.

OBJECTIVES

7560-0201. Demonstrate strength by (a) climbing up and down the length of a climbing rope (do not slide), and (b) performing a standing long jump the distance of their height plus 3 inches.

7560-0202. Demonstrate agility by (a) completing a challenge/obstacle course, and (b) jumping a rope, turned by self, 50 times using the crossover arm swing.

7560-0203. Demonstrate balance by jumping into the air completing a full turn, and landing on their feet maintaining balance.

7560-0204. Demonstrate flexibility by performing a straddle leg toe touch in a sitting position using both hands to touch the toes.

7560-0205. Demonstrate speed/reaction time by running 50 yards in 7.8 seconds.

7560-0206. Demonstrate endurance by (a) jogging or running 1 mile in 9 minutes, and (b) participating in the Governor's Golden Sneaker Physical Fitness Award Program, the AAHPERD Physical Fitness Award Program, or the Health Related Fitness Test.

EXAMPLES OF ACTIVITIES

Stick Wrestle

Two players stand facing each other, grasping a wand with both hands. Each player attempts to dip the wand and touch the floor on his own right side with one end of the wand.

Cane Pulling

Two participants sit on the floor, soles together. Pull stick out of opponent's hands or lift him off the floor.

Shuttle Run

Equipment: Two blocks of wood, 2" x 2" x 4", and a stop watch. Pupils should wear sneakers or run bare footed.

Description: Two parallel lines are marked on a floor 30 feet apart. The width of a regulation volleyball court serves as a suitable area. Place the blocks of wood behind one of the lines. The pupil starts from behind the other line. On the signal "Ready? Go!" the pupil runs to the blocks, picks one up, runs back to the starting line, and places the block behind the line. He then runs back and picks up the second, which he carries back across the starting line. If the score keeper has two stop watches or one with a split-second time, it is preferable to have two pupils running at the same time. To eliminate the necessity of returning the blocks after each race, start the races alternately, first from behind one line and then from behind the other. This will also let you save valuable teaching time.

Rules: Allow two trials with some rest between.

Scoring: Record the time of the better of the two trials to the tenth of a second.

Side Bender

Grip wand and extend arms overhead. Feet are apart. Bend sideways as far as possible, maintaining straight arms and legs. Recover and bend to the other side.

Rope Exercise

Equipment: A climbing rope with a mat placed underneath.
Formation: File.

How to Play
Standing with feet spread 15 inches apart, grasp rope just above the head. Lower the body down the rope, keeping the back straight, until it is on the mat. Reverse, going up the rope to a standing position.

a. Climb the rope using only the arms to pull the body up.

LIST OF OTHER ACTIVITIES

1. Shoulder Shove
2. Hand Wrestle
3. Chinese Pull-Up
4. Rope Tug-of-War
6. Circle Tug-of-War
7. Jumping the Shot Variation
8. Low Bridge

Balance Stunts:

1. Long Reach
2. Wrestler's Bridge
3. Toe Jump
4. Handstand Stunts Against a Wall

MOVEMENT AND FITNESS
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Strength Stunts:

1. Front Seat Support
2. Elbow Balance

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7560-03	The students will expand sports skills of passing, catching, dribbling, shooting, kicking, striking, and volleying.

OBJECTIVES

7560-0301. Pass and catch a basketball, to and from a partner 25 feet away, 8 out of 10 times.

7560-0302. Dribble a basketball, 25 feet forward, backward, and sideward, using the right hand and the left hand.

7560-0303. Perform a running kick of a soccer ball 45 feet or more.

7560-0304. Volley a training volleyball with a partner back and forth over the net 7 out of 10 times, using the correct form.

7560-0305. Serve a training volleyball so that it is playable 6 out of 10 times.

7560-0306. Hit a slow-pitch softball beyond the infield.

7560-0307. Pass a youth football 30 feet to a moving partner.

7560-0308. Shoot a lay-up, foul, jump, and set shot through a basketball hoop.

EXAMPLE OF ACTIVITIES

Football

1. Students pair off and find space that allows 20 feet between them.

2. Student throws football to partner:

   a. The ball is cradled in throwing hand, long axis of ball parallel to ground.

   b. Feet are at right angles to direction ball will be thrown.

   c. Throwing shoulder is back, arm cocked.

   d. The ball is thrown; eyes are on the place where the ball is to be thrown; arm and shoulder come forward; weight is transferred from back to front foot; wrist is snapped; hand, and arm should follow through while stepping forward after the ball is released.

3. Student catches ball. Body catch - hands relaxed, a few inches apart, just above the waist, and slightly to the side, eyes on the ball. Student puts body in front of the ball, clasps ball with both hands and pulls the ball in toward the body; prepares to return throw.

Basketball

Basketball Throw and Catch

Stand 4 feet from the wall. Throw basketball against the wall hard enough so that it will come back to the thrower. Use the chest pass, baseball pass, bounce pass, underhand pass, and two-handed pass.

When student becomes proficient at this distance, move back a step and repeat. Continue this until the student has reached his limitation or until time runs out.

Variations:
1. Use above activity with a partner.
2. Use above activity as a relay:
   a. Have each student successfully throw and catch the ball ten times before handing it to the next person.
   b. Have the first person throw the ball against the wall and the next person catch it. Repeat this until one team is able to catch the ball 25 times in a row.

Volleyball

Three and Over Volleyball

The game "Three and Over" emphasizes the basic offensive strategy of volleyball. This game follows the regular rules of volleyball with the exception that the ball must be played three times before going over the net. The object is to establish the concept of team volleyball with the routine of pass, set-up, and spike. The team loses the serve or point if the ball is not played three times.

Soccer

Punt Kick

Used by the goalkeeper only, the punt can be done stationary or on the run. The ball is held in both hands waist high in front of the body directly over the kicking leg. In the stationary position, the kicking foot is forward. A short step is taken with the kicking foot and then a full step on the other leg. With the knee bent and the toe extended, the kicking foot swings forward and upward. As contact is made with the ball at the instep, the knee straightens and additional power is secured from the other leg through a coordinated rising on the toes or a hop.

Have the students pair off and practice kicking back and forth to each other until they become proficient at the skill.

LIST OF OTHER ACTIVITIES

1. See Core Standard 1
2. One-bounce Volleyball
3. Hurry Baseball (One Pitch)
4. Flag Dribble
5. One on One
6. One Goal Basketball
7. Five Passes
8. Basketball Snatch Ball
9. Three on Three
10. Soccer Skills
    a. Instep Kick
    b. Inside Foot Kick
    c. Outside of the Foot Kick
    d. Heel Kick
    e. Punt
    f. Trapping
    g. Dribbling
    h. Volleying
    i. Heading
    j. Out-of-bounds Throw-in
11. Softball Skills
    a. Gripping the Ball
    b. Throwing Overhand
    c. Throwing Side Arm
    d. Underhand Toss
    e. Pitching
    f. Catching Fly Balls
    g. Fielding
    h. Batting
    i. Base Running
12. Basketball Skills
    a. Chest or Two-hand Push Pass
    b. Baseball or One-hand Pass
    c. One-hand Push Pass
    d. Bounce Passes
    e. Underhand Pass
    f. Free Throw Shot
    g. Stopping
    h. Two-hand Overhead Pass
    i. Catching
    j. Dribbling
    k. Push-shot, One Hand
    l. Lay-up Shot
    m. Pivoting
    n. Feinting
13. Football Skills
    a. Passing
    b. Lateral Passing
    c. Catching
    d. Carrying the Ball
    e. Blocking
    f. Punting
    g. Stance
    h. Centering

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7560-04	The students will observe safety and play by the rules in lead-up games (games of low organization to develop basic skills and to understand the rules) to traditional team sports.

OBJECTIVES

7560-0401. Play in lead-up games to the following traditional sports: volleyball, softball, football, basketball, and soccer.

7560-0402. Play safely in group activities and sports.

7560-0403. Participate in a variety of games with a minimum of adult direction.

EXAMPLES OF ACTIVITIES

Safety

Safety should be the primary consideration in game situations. The play area should be checked for dangerous objects and hazards. Tables, chairs, equipment, and apparatus can become dangerous when a high-speed game is underway. Children should learn to move in a controlled fashion and use the entire playing area to avoid collisions. Youngsters should be taught to stop playing immediately when a signal is given. This is an important prerequisite for later sports experiences.

Dodgeball games require special consideration because they offer unique hazards to the participants. Objects that are heavy or hard may cause injury to youngsters. The many foam rubber balls on the market today make excellent projectiles for dodgeball activities. They do not sting or cause injuries. Rules should be established that penalize striking others above the waist. Restraining lines can be set up to keep students an adequate distance apart and allow them enough reaction time to dodge the on-coming ball.

In games that involve a goal line, a wall should never be used as the goal. Rather, lines should be established 10 feet from the wall to allow for deceleration. Cones can also be used to mark the deceleration zone.

Equipment and Facilities

Are "attractive nuisances" eliminated from the gymnasium and playing field?

Are the following inspected periodically?

a. Playing field for presence of glass, rocks, and metal objects.

b. Fasteners holding equipment such as climbing ropes, horizontal bars, or baskets.

c. Goals for games, such as football, soccer, and field hockey, to be sure that they are fastened securely.

d. Padded areas such as goal supports.

Are mats placed under apparatus from which a fall is possible?

Emergency Care

Is a person properly trained in first aid available immediately following an accident?

Are emergency telephone numbers readily accessible?

Are telephone numbers of parents available?

Is an up-to-date first aid kit available? Is ice immediately available?

Are health folders maintained that list restrictions, allergies, and health problems of students?

Supervision and Instruction

Are teachers adequately trained in all of the activities that they are teaching?

Have students been warned of potential dangers and risks, and advised of rules and the reasons for rules?

Are safety rules posted near areas of increased risk?

When a new activity is introduced, are safety precautions and instructions for correct skill performance always communicated to the class?

Do the methods of instruction recognize individual differences among students, and are the necessary steps taken to meet the needs of all students, regardless of sex, ability, or disability?

Is appropriate dress required for students? This does not imply uniform, only dress that ensures the safety of the student.

Is the class left unsupervised for teacher visits to the office, lounge, or bathroom? Is one teacher ever asked to supervise two or more classes at the same time?

If students are used as teacher helpers or to spot others, are they given proper instruction and training?

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LIST OF OTHER ACTIVITIES

1. See Core Standard 1
2. See Core Standard 3

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7560-05	The students will expand skills in stunts and tumbling involving combinations and music.

OBJECTIVES

7560-0501. Invent a variety of jumps off a riser, bench, jumping board, inner tube, etc., including jumping into or through a hula hoop.

7560-0502. Catch and throw a ball or other object, while in the air, after jumping from a riser, bench, jump board, or inner tube.

7560-0503. Create and perform to music a tumbling or stunt routine involving at least 4 combinations.

EXAMPLES OF ACTIVITIES

Jumping Box Activities:

1. Mounting the Box: Many different combinations of movement can be used to get on the box.
   a. Mount the box using locomotor movements such as step, jump, leap, and hop.
   b. Perform a 1/4, 1/2, 3/4, and full body turn while jumping onto the box.
   c. Mount the box while a partner throws you a bean bag or ball on the way up to the top of the box.

2. Dismounting:
   a. Jump off with a quarter, half, or full turn.
   b. Jump off with different body shapes such as stretch, curl up into a ball, jack-knife, etc.
   c. Jump over, under, or through various objects.
   d. Jump off followed by a forward or backward roll.
   e. Perform a balanced stunt on the box and then dismount.

3. Addition of Equipment:
   a. Beanbags: Throw them up while dismounting or try to keep them on your head while mounting or dismounting the box.
   b. Balls: Try to dribble a playground while performing the box routine.
   c. Hoops: Jump through a stationary hoop (held by a partner) while dismounting, or use the hoop as a jump rope and see how many times you can jump it while dismounting.
   d. Wands: Jump over or under the wand.

Jumping Box Details

Jumping boxes can be constructed or purchased. They provide opportunities for the children to do the natural activities of running, jumping, and propelling the body through the air. Boxes should be made of two heights: 8 and 16 inches or 12 and 24 inches are suggested. They are usually square in shape, about 18 x 18 inches for the larger height. The smaller box should be about 16 x 16 inches, so as to fit inside the larger box for storage. The top should be padded and covered with durable leather or plastic cloth. A rubber floor pad can be placed under the box to offer good floor protection. Commercially constructed boxes have sloped sides for better stability.

Balance Beam Bench

All activities on the benches should contain three distinct parts; the approach and lead-up to the bench, the actual activity on the bench, and the dismount off the bench.

Mats should be placed at the end of the benches to facilitate the dismount and allow for various rolls and stunts after the dismount.

LIST OF ACTIVITIES

1. Basic Tumbling Stunts on the Bench
   a. Back Roller
   b. Backward Curl
   c. Forward Roll
   d. Backward Roll
   e. Cartwheel

2. Jump Dismounts from the Bench
   a. Single Jump - forward or backwards
   b. Jump With Turns - half, three-quarters, or full turn
   c. Jackknife - jump, kick legs up, and touch toes with the fingertips; keep feet together
   d. Jackknife Split - same as above except spread legs as far as possible

3. Jump Dismounts followed by a Stunt on the Mat
   a. Jump to a Forward Roll
   b. Backward Jump to a Back Roll
   c. Side Jump to a Side Roll
   d. Judo Roll
   e. Jump with combinations of the above stunts

4. The range of activities can be extended with the addition of balls, bean bags, hoops, and wands. Wands and hoops can be used as obstacles to go over, under, around, or through. Basic balance and manipulative skills can be incorporated into the activity with balls and beanbags.

MOVEMENT AND FITNESS
LEVEL 6

STUNTS AND TUMBLING ACTIVITIES

1. Tumbling and Inverted Balances
   a. Forward and Backward Roll Variations
   b. Movement Sequences
   c. Headstand Variations
   d. Headspring
   e. Dive Forward Roll
   f. Handstand
   g. Handstand Against the Wall
   h. Walking on Hands
   i. Free-Standing Handstand
   j. Forearm Headstand
   k. Forearm Stand

2. Balance Stunts
   a. Long Reach
   b. Wrestler's Bridge
   c. Toe Jump
   d. Handstand Against A Wall
   e. Front Seat Support
   f. Elbow Stand

3. Individual Stunts
   a. Bouncer
   b. Pretzel
   c. Jackknife
   d. Heel and Toe Spring
   e. Single Leg Circle

4. Partner and Group Stunts
   a. Partner Rising Sun
   b. Triple Roll
   c. Dead Man Lift
   d. Injured Person Carry
   e. Merry-Go-Round

5. Partner Support Stunts
   a. Knee and Shoulder Balance
   b. All Fours Support
   c. Press
   d. Angel
   e. Side Stand

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

STANDARD 7560-06	The students will expand their skills in dance, analysis, and interpretation through a variety of dance experiences. (DANCE: Participant, Observer/Listener, Critic)

OBJECTIVES

7560-0601. Clap and move in syncopation and to other complex rhythmic patterns. (Syncopation means an accent in an unexpected place, such as accenting the second beat of a 4/4 meter instead of the first beat.)

7560-0602. Create, in a small group, a diagram for movement on the floor using curved, straight, and zigzag paths and then perform it as a group.

7560-0603. Improvise to a variety of musical selections a range of movement qualities, i.e., sustained, percussive, swing, collapse, and vibratory.

7560-0604. Learn two or more dances from different cultures and discuss how the environment and/or customs influenced these dances. Examples: "Galopede" (English); "Hora" (Israel); "Tinikling" (Philippines); "Polka" (Czechoslovakia); "Jig" (Irish).

7560-0605. Create a movement sequence or dance by selecting a visual or verbal image and abstracting it into a dance adding accompaniment, costumes, or props.

7560-0606. Discuss the use of costumes, accompaniment, props, lighting, and scenery and the degree to which they contribute to a dance the student has viewed.

EXAMPLES OF ACTIVITIES

Learning the Waltz

The waltz consists of three walking steps to a measure, one long (on the first count) and two short. The first count should always be the emphasized. This gives the waltz its characteristic "swing." The waltz is generally written with two measures coming together. One measure is heavy and the other light. The boy should start on the heavy beat with his left foot. The progression of teaching the waltz is:

a. The rhythm
b. The waltz balance
c. The waltz box
d. The waltz turn

The Rhythm

Have the class clap hands accenting the first beat of each measure. Work out combinations where half the class claps the first beat and the other half the second and third beats of each measure. Let them tap with their feet.

Put the class in circle formation with all facing in and holding hands. Have them step in place with an accent on the first beat of each measure. Start with the left foot. In the learning stages, both boys and girls follow the same directions. The cue is "step, step, step; step, step, step.

The Waltz Balance

After the dancers have learned to identify the first beat and have gotten the feel of waltz music, the waltz balance can be introduced. Retain the circle formation for this instruction. The balance is performed forward and backward first.

Step forward (count 1) with the left foot, close with the right foot alongside the left (count 2), and step in place (count 3) with the left foot. Step backward with the right foot (count 1), close with the left foot (count 2), and step in place with the right foot (count 3). Later the students will step very lightly on the third count or simply balance during this count.

The balance should be practiced to the side. The movement is step left (to the side), close right, step left in place. Step right (to the side), close left, and step right in place.

The patterns of the waltz balance should be done with partners. Both hands are joined, partners facing, and boys on the inside. The boy steps forward with his left foot while the girl steps backward right. The next progression is to perform the balance in social dance position. After some practice in the circle formation, the couples can be scattered on their own around the room for practice.

The Waltz Box

The waltz box is the soul of waltz dancing and makes waltzing a pleasure. The box pattern should be learned individually and then practiced either in a line formation or in a large single circle. A six-count sequence, comprising two waltz measures of three counts each, is executed to complete the box, with the boy stepping either forward or backward on the first count. The forward movement is the accepted basis for learning the box.

Moving as individuals, all dancers step directly forward on the left foot, with a sliding step. On the second count, the next movement is forward and to the right with the right foot. On the third count, the left foot closes to the right.

The next three movements reverse direction and laterality. The fourth count of the sequence directs the right foot to move directly backward. The left foot closes to the left, at which point the dancer

has returned to original position. This is the entire sequence. The cue is: "forward, side close; back, side close."

Next the box should be practiced with a partner in extended arm position. Partners face each other and reach out and join hands. Following this, the pattern of the box should be practiced in social dance position.

The forward step movement should be practiced until it has been reasonably mastered before the initial backward step is introduced.

The Waltz Turn

When teaching the waltz turn, it is a pivot (left), step (right), close (left); pivot (right), step (left), close (right). To pivot, the boy turns his leading foot to the outside, if the step is forward.

At first the children should make quarter turns. They can check this by facing each wall in turn in a clockwise direction. Later, a complete turn is made in six counts.

The turn should be practiced individually and then with a partner. It is important to master the clockwise turn also, since many of the dances call for this turn. The dancers should learn to make progression around the room in the line of direction (counter clockwise) while the couples themselves are turning clockwise. This is accomplished more easily if the boy will take the initial backward step in the line of direction.

LIST OF OTHER ACTIVITIES

1. Rye Waltz (American)
2. Lili Marlene (American)
3. Brown-eyed Mary (Mixer) (American)
4. Teton Mountain Stomp (Mixer) (American)
5. Varsouvienne (American-Swedish)
6. Varsouvienne (Mixer) (American)
7. Oh Johnny, Oh (American)
8. My Little Girl (American)
9. Hot Time (American)
10. Lummi Sticks (American Indian)
11. Dance Positions
    a. Partners Facing Position
    b. Side-by-Side Position
    c. Closed Position
    d. Open Position
    e. Varsouvienne Position
    f. Skater's Position
12. Additional Square Dances
    a. Take A Little Peek
    b. Birdie in the Cage-7 Hands Round
    c. Forward Six and Fall Back Six
    d. Dive for the Oyster

e. Red River Valley
f. Star by the Right
g. Divide that Ring

Source: Dynamic Physical Education for Elementary School Children, 7th Edition, by Dauer and Pangrazi. Burgess Publishing Co., Minneapolis, Minn., 1983.

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